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PROCEEDINGS

OF THE

TWENTY-FOURTH CONVENTION

OF THE

BL 6644(10)12

American Association of Workers for the Blind

Hotel Utah

Salt Lake City, Utah

July 10-14, 1950

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Edward B. Kimball

Reception and Tea

Mrs. Allen Grant Mann

TABLE OF CONTENTS

PAGE

OFFICERS AND COMMITTEES, 1949-1951 iii

LIST OF SPEAKERS xi

TWENTY-SECOND CONVENTION—OPENING SESSION 1
Invocation—Right Reverend Arthur W. Moulton 1
Remarks of *Murray B. Allen (Host) 1, 3, 6, 9, 11,
Remarks of D. A. Skeen 3
Remarks of Bishop LeGrande Richards 4
Remarks of Honorable Mayor Earl J. Glade 6
Response—*Captain M. C. Robinson 8
Greetings to the Convention—Robert H. Thompson 9
President's Address—*Francis B. Ierardi 10
Benediction—Bishop Joseph L. Wirthlin 11

PAPERS PRESENTED AT GENERAL SESSIONS

The Oxford Conference and Its Significance to the Blind of the World 12
*Robert B. Irwin

Cooperation in Work for the Blind, Here and Abroad 17
Berthold Lowenfeld, Ph.D.

Need For Closer Relationship Between The American Association of Instructors of the Blind and The American Association of Workers for the Blind 20
Robert H. Thompson

Cooperation in the Rehabilitation Process As Affecting:
Home Teaching—*Mrs. Juliet Bindt 24
Rehabilitation—*Joseph F. Clunk 30
Workshops—Miss M. Roberta Townsend 37

The Care of the Aged Blind in the United States 40
*Miss Irene E. Jones

The Aged Blind in Canada 44
*A. N. Magill

Intensifying the Battle Against Blindness 48
Mrs. Winifred Hathaway

Canada's Program for the Partially Sighted 52
*Colonel E. A. Baker, M.C., O.B.E.

Report of The American Foundation for the Blind 54
*M. Robert Barnett

PAPERS PRESENTED AT SECTIONAL MEETINGS

Group A

What is the Future Place of a Modern Industrial Shop for the Blind 59
William S. Ratchford

*Visually Handicapped.

Consideration for Efficient Operation of Modern Industrial Shops 60
*Major John F. Brady (Retired)

Sale of Blind-Made Products 62
*Eugene D. Morgret

Publicity and Public Relations—Industrial Shop for the Blind 63
William E. Bartram

What Position Should an Industrial Shop for the Blind Take in Dealing with the Private Concerns or Individuals Engaged in the House to House Selling of Blind-Made Merchandise? 65
*R. E. Barrett

Securing Proper Financial Support of Industrial Shops for the Blind 66
C. C. Kleber

Rehabilitation of the Blind Worker—Workshop or Outside Industry 70
Carl Olsen

Subcontract Work in Industrial Shops 69
E. R. Crawford

GROUP B

Responsibilities of Rehabilitation Workers to Their Clients and to Their Programs 70
C. F. Feike

Current Problems in Dealing with Industry 78
*George A. Magers

Rural Rehabilitation of the Blind 81
Harry L. Hines

Placement of the Partially Sighted in Industry 84
*Octave J. Bourgeois

Is the Employment of Blind Labor a Luxury? 87
*Joseph F. Clunk

Adjustment Training 92
Wayne Bradley

GROUP C

Minutes 94
*Miss Mary E. Rowell

Report on the Handicraft Supplement of "The Home Teacher" 95
*Miss Marie Busch

Report on Survey of Skills Being Taught by Home Teachers 97
*Miss Margaret Liggett

How Older People Learn 99
R. DeVerl Willey

GROUP E

Integration of the Work of the Public and Private Agencies for the Blind 103
*Philip N. Harrison (read for)

*Visually Handicapped.

What Constitutes a Good Adjustment Center for the Blind 106
Harry E. Hayes

The Effectiveness of Adjustment and Prevocational Training Centers for the Blind 109
Harry E. Simmons

Adjustment Training in Arkansas 112
Miss Orella Downey

Psychological Testing of the Blind 115
Robert B. Stephens

GROUP F

Minutes 118
Miss Elizabeth L. Hutchinson

The Contributions of a National Agency to Work for the Blind 119
*Captain M. C. Robinson

Contributions a State Agency Requires of a National Agency 121
*Francis J. Cummings, Ph.D.

The Training and Placement of Competent Blind People in Executive Positions in Our Profession 123
Miss Kathern F. Gruber

GROUP G

Minutes 127
Robert H. Thompson

GROUP H

Minutes 129
Edward G. Waterhouse

STANDING COMMITTEE ON MUSIC

A New Piano Tuning and Repair School at The Missouri School for the Blind 129
Robert H. Thompson

New Method for Publishing Music in Braille 132
*"Connie" Anderson (read for)

Opportunities for Blind Musicians in the Concert and Entertainment Field 134
*William W. Nichol

Piano Service as a Profession for the Blind 136
*W. Harold Bleakley (read for)

Musical Training as a Practical Service to the Blind 139
*Charles Beetz and *Stanley Wartenberg (read for)

Sightless Teacher and Sighted Student 144
*Professor Gabriel Cusson

BANQUET AND PRESENTATION OF SHOTWELL MEMORIAL AWARD

Minutes of Annual Banquet 148

Message from Peter J. Salmon, Chairman of Shotwell Awards Committee 148

*Visually Handicapped.

Presentation Speeches:
Berthold Lowenfeld, Ph.D. 149
Miss Kathern F. Gruber 152

Acceptance Speech:
Mrs. Winifred Hathaway 152

Presentation Speeches:
Miss Elizabeth L. Hutchinson 154
Miss M. Roberta Townsend 155

Acceptance Speech:
Mrs. Mary Dranga Campbell 157

COMMITTEE REPORTS

Report of the Board of Directors 159
Alfred Allen

Report of the Legislative Committee 160
*Peter J. Salmon (read for)

Report of the Necrology Committee 164
*Hulen C. Walker

Report of the Treasurer 167
*Lemont Hackett

Report of the Board of Certification of Home Teachers of the Blind 168
*Murray B. Allen

Report of the Resolutions Committee 168
*Francis J. Cummings, Ph.D.

CONSTITUTIONAL AMENDMENT, INVITATIONS, ADJOURNMENT, REGISTRATION STATISTICS

Constitutional Amendment 172

Invitations for 1951 173

Adjournment 173

Registration Statistics 174

CONSTITUTION AND BY LAWS

Constitution and By Laws 175

MEMBERSHIP ROSTER AND STATISTICS

Membership Roster, 1950 179

Membership Statistics 196

*Visually Handicapped.

DIRECTORY OF NATIONAL AGENCIES FOR THE BLIND

American Association of Workers for the Blind 197
American Association of Instructors of the Blind 198
American Bible Society 199
American Foundation for the Blind, Inc. 200
American Printing House for the Blind, Inc. 202
Blinded Veterans Association 203
Braille Institute of America, Inc. 204
Canadian National Institute for the Blind 205
Clovernook Home for the Blind 201
Hadley Correspondence School for the Blind 206
Howe Memorial Press 207
John Milton Society 207
Matilda Ziegler Magazine for the Blind 208
National Braille Press, Inc. 209
National Council Protestant Episcopal Church 210
National Industries for the Blind 210
National Society for the Prevention of Blindness 211
Royer-Greaves School for the Blind 211
The Seeing Eye, Inc. 212

PROGRAM OF TWENTY-FOURTH ANNUAL CONVENTION

Program of Twenty-Fourth Convention 213

LIST OF SPEAKERS

Allen, Alfred 159
*Allen, Murray B. 1, 3, 6, 9, 11, 168
*Anderson, "Connie" 132
* Baker, Col. E. A., M.C., O.B.E. 52
* Barnett, M. Robert 54
*Barrett, R. E. 65
Bartram, William E. 63

*Visually Handicapped.

*Beetz, Charles 139
*Bindt, Mrs. Juliet 24
*Bleakley, W. Harold 136
*Bourgeois, Octave J. 84
Bradley, Wayne 92
*Brady, Major John F. 60
*Busch, Miss Marie 95
Campbell, Mrs. Mary Dranga 157
*Clunk, Joseph F. 30, 87
Crawford, E. R. 69
*Cummings, Dr. Francis J. 121, 168
*Cusson, Professor Gabriel 144
Downey, Miss Orella 112
Feike, C. F. 70
Glade, Hon. Earl J. 6
Gruber, Miss Kathern F. 123, 152
*Hackett, Lemont 167
*Harrison, Philip N. 103
Hathaway, Mrs. Winifred 48, 152
Hayes, Harry E. 106
Hines, Harry L. 81
Hutchinson, Miss Elizabeth L. 118, 154
*Ierardi, Francis B. 10
*Irwin, Dr. Robert B. 12
*Jones, Miss Irene E. 40
Kleber, C. C. 66
* Liggett, Miss Margaret 97
Lowenfeld, Dr. Berthold 17, 149
*Magers, George A. 78
*Magill, A. N. 44
*Morgret, Eugene D. 62
Moulton, Rt. Rev. Arthur W. 1
*Nichol, William W. 134

*Visually Handicapped.

Olsen, Carl 70
Ratchford, William S. 59
Richards, Bishop LeGrande 4
*Robinson, Captain M.C. 8, 119
*Rowell, Miss Mary E. 94
*Salmon, Peter J. 148, 160
Simmons, Harry E. 109
Skeen, D. A. 3
Stephens, Robert B. 115
Thompson, Robert H. 9, 20, 127, 129
Townsend, Miss M. Roberta 37, 155
*Walker, Hulen C. 164
*Wartenberg, Stanley 139
Waterhouse, Edward J. 129
* Willey, R. DeVerl 99
Wirthlin, Bishop Jospeh L. 11

*Visually Handicapped.

SUMMARY OF CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

OPENING SESSION

Monday, July 10, 1950, 8 P.M.

INVOCATION

RIGHT REV. ARTHUR W. MOULTON, Retired Episcopal Bishop of Utah

Almighty and Eternal God, whose everlasting arms are underneath the universe and Whom from Thy throne beholdeth all the children of men, look down we pray Thee on us, Thy servants, as we gather together from many directions to plan helpful things for Thy sons and daughters in the world which belongs to us and which Thou art inspiring us to build for Thine honor and glory.

Give us, we pray Thee, Almighty Father, a larger portion of Thy wisdom that we may go forth in confidence and pride to promote the beauty of life and strengthen the cause of love which bind together all Thy children. Be with us in every undertaking. Keep us from error and prejudices and grant to us all our leaders and our helpers, the splendid desire to be Thy faithful and understanding people. May we be ever loyal to one another, to our country and to Thee, our eternal refuge and our God. We put our trust in Thee and we shall never be put to confusion. Rest Thy heavenly benediction upon us. We ask it in the name of our Lord, Jesus Christ, Amen.

ADDRESS OF WELCOME

*** MURRAY B. ALLEN**

Executive Secretary, Utah Commission for the Adult Blind, Salt Lake City, Utah

President Ierardi, Secretary-General Allen, distinguished guests, ladies and gentlemen of the American Association of Workers for the Blind, I am most proud to be able to greet you and to welcome you to this city of Zion. We have long hoped that we could bring the association to Salt Lake City. It has been one of the great dreams of my life to have the Association come here to partake of western hospitality and to know our city, our state and the work for the blind in Utah. The work for the blind here is not new. It began formally over forty years ago, when I was still a boy at the School for the Blind at Ogden. The first legislation that was passed for the work for the adult blind was begun in that year and since then there has been an almost continuous and unbroken pro-

* Visually Handicapped.

gram of services of various types for the blind. The new center which you will all visit on Thursday, if you have not already visited, is a monument to Utah. When a state so small in population as Utah puts more than a third of a million dollars into a building because it has faith in the blind, you know that the program as it is carried on has one justification. Utah is a small state in population. In its size it is large. Utah is larger than all New England and New Jersey and Delaware and Maryland combined. And yet almost forty percent of the population of that vast area is right here in this valley. You could almost literally stand on the roof of this hotel and see the homes of one third of the population of that vast area.

The Mormons came here in 1847, just one hundred three years ago on the twenty-fourth of this month. Then, it was a wilderness just as you have travelled through to get to Utah, and they found this very valley nothing but sagebrush and a small cedar tree. That was a long, long time ago. The cedar tree is still in existence and the sagebrush is all gone. I was born within two hundred feet of that tree. I have spent my whole life, practically, in this city and this state, part of it in the mining camps and I hope some of you will go to Bingham on the tour to see just the environment in which I was reared. The town is not the town in which I grew up, but it is just like one of the western mining camps in which I spent my early days.

Salt Lake is a proud city. It has a right to be proud of itself because of its beauty, because of its achievements and because, not only of the historic interest about the city but the geological and the archeological interest. You think of Salt Lake, for instance, as a town that is dry. You think of Salt Lake as a town that is arid. The State of Utah is a state that is arid and yet you are, right now, upon a basin of water hundreds of feet deep that lies in the stratum beneath this hotel, beneath this city, a great basin of water. In fact, the water that you drink here in the Hotel Utah, the water in which you bathe, comes from artesian wells just at the back of the hotel. The hotel has its own water system. It is dug down into the subterranean passages and has brought that fresh water up into the hotel. Salt Lake rests upon, not an arid foundation but a very wet foundation and in that respect I do not mean prohibition. In fact, there was a time and I do not remember that time, it was a little before my era, when this whole area was under water. This hotel, if it had been built in those days, would have been under three hundred feet of fresh water. But that is a little more ancient even than I am. It was some twenty-five thousands years ago.

The Mormon people built this community and following them came the Gentiles, the non-Mormons and it is often said that the only place in the world where a Jew is a Gentile is in Salt Lake City because the non-Mormon is the Gentile. But you can see from the economies, from the beautiful buildings, from the entire state that it is a wonderful achievement of Pioneer stock, and we are still here in this beautiful valley and in this rugged west, still Pioneers, and we are still building; we hope we will never stop building; we will never stop being Pioneers.

And so, ladies and gentlemen, I am most happy to greet you in the name of the Governor of the State, the Mayor of the city and President of the Church of Jesus Christ of Latter-Day-Saints and in the name of the Lions Club of Salt Lake who are sponsoring this convention. I am most happy to greet you and I want to wish you all success while you are here and if there is anything that any of us can do to make your welcome more fervent or to give you a greater feeling of hospitality, please let us know and I will be glad to turn the job over to Alfred Allen.

I tell you, when we Allens do a thing, he does it.

Now, the Governor, Governor Lee, is not here. I was just priding myself that for once we were going to have all the speakers on the program, but in all the conventions I have attended since 1921 that has not happened, and unfortunately, it is not happening tonight. You may have read a great deal about our Governor in the National Press in the American, Life, and so on. He is quite a dynamic person. However, he is so dynamic he went back east last week and wore himself out so he could not come tonight. But we have a man, I am not going to say he is a substitute for the Governor because the Governor is a Republican and this man is a Democrat. He is the honorary chairman

of our hospitality committee. He is one of our leading attorneys, Mr. D. A. Skeen. He was the former President, the International President of Lions and you know what Lions means to the work for the blind. Mr. Skeen not only associates with the Lions but he has been active in the United Nations. He was at San Francisco and at Paris and he even knows Molotov very well. I want to say that Molotov gets his ideas from Mr. Skeen or that Mr. Skeen gets his ideas from Molotov. I am very happy now to present Mr. D. A. Skeen, the honorary chairman of our hospitality committee.

REMARKS

D. A. SKEEN

Mr. Chairman, Murray, I might say the honorable tonight, I am distinctly honored in being asked by Murray since I came into this room to pinch-hit for the Governor and say just a word to you on behalf of the whole state of Utah. It is a thrill to look out over the happy faces, the smiling faces and the faces that by their countenance indicate interest in the purpose of this gathering. Utah is honored in having you here and Utah has done a great deal over the years to make preparations for your coming in building and completing and dedicating and having open for your inspection what I am told is a workshop or a center for the blind that is second to none in its efficiency and in its planning and in the scope of the work that it will do in this entire country.

The work for the blind has been a project of the Lions Clubs throughout the nation over the years and I cannot refrain from leaving Utah for just a minute and speaking of just one or two of the very fine structures that have been built, the work that has been planned, such as the Lighthouse at Miami, Florida, a similar one in Texas and in numerous other states where the opportunity through this planning is provided for the doing of the things that you are most happy in doing.

Utah recognizes the fine work and has expressed that recognition in naming this center, the Murray Allen Center for the Blind. And I am sure before your visit is over, that you will appreciate what Murray has done and how he has built himself into the hearts of the people so that it is not a reward that he is seeking but merely an expression of appreciation of the people of Utah for the work that he has done and the ways that he has led in having the people with normal sight follow in a plan and a program to help the sightless people help themselves. Murray made a great record in Utah, and Utah appreciated it, in leading the blind workers in the war plants and I will leave it for him to give you the details as to the number who worked, but the contribution that they made in the technical work which was being done in the war plants throughout the state is beyond description for me. It is appreciated and carried on to a point where the blind workers were given perference when it came to eliminating some of the employees as the work slowed down at the end of hostilities.

So, we do welcome you here and again I am proud to say in the name of the Governor and for the people in the State Utah, we are glad you have come. We do not only offer you the key, but we offer you everything that Utah has. Enjoy it while you are here. Have a safe return and in the western words, come and see us again.

*MURRAY B. ALLEN:

Thank you very much, Mr. Skeen. I appreciate those words. In the matter of the naming of the building, I was very much touched.

The next scheduled speaker, President George Albert Smith of the Church of Jesus Christ of Latter-Day-Saints, telephoned me just a few hours ago and said that his doctor had forbidden him to come. I am so sorry for that because I wanted you to know President Smith. He is a man in his eighties. He is beginning to fail just a bit but he has devoted his whole life to the good of his people. There are more than a million peo-

* Visually Handicapped.

ple throughout the world who look to him as their divine leader, their prophet, their seer, and we who are not of that faith respect him most deeply. I know that for my own sake, when I have a problem that needs wisdom I go to this building east of us here, the Church Administration Building, and I sit down and chat with President Smith. He calls me Murray and when we began the project of the building I went to him and I said to him, "President Smith, you have many building lots in the city. There is one that I would like to have." He said, "Murray, it is yours." And then the next day he called me and said, "Murray, it is not yours. I would not put the blind people there because there is danger, there is traffic hazard and I would not be responsible for the injury of one blind person. But, if you can find a place anywhere in the city of Salt Lake that the Church owns that will be suitable for your building, you may have it." We sought everywhere. Bishop Wirthlin who will give us our benediction went with me. Some of the Lions went and we visited more than sixty spots. We could not find anything that was quite adequate for our needs and we went back to President Smith and told him our story. He said, "You find what you want and we will help you buy it." And eventually the Church of Jesus Christ of Latter-Day-Saints gave fifteen thousand dollars to the purchase of our present lot.

The Church maintains the publication and braille and has two home teachers who work with us as if they were our own and they have had a fine program. The Book of Mormon, which is the official record of the Church, has been put into braille. I remember one of the members of the board, the Society for the Aid of the Sightless which is the Church Auxiliary, said to me, "Murray, I wish you would read the Book of Mormon. I think it would do you good. I will give you a Book of Mormon if you will read it." I said, "All right, I will agree with you. I will read the Book of Mormon if you will take the braille copy and read the braille Book of Mormon." I do not think he has ever done it.

We all love President Smith and unfortunately he cannot come. He regrets it deeply because he loves work for the blind. But he has asked to speak in his stead tonight, the Presiding Bishop of the Church of Jesus Christ of Latter-Day-Saints, Elder LeGrande Richards, who is with us now.

REMARKS

BISHOP LeGRANDE RICHARDS

Friends, I am sure that President Smith is very much disappointed that he could not be with you and I am a very poor substitute for him. But I can tell you that I personally know that he thinks a very great deal of the blind people. Before he was President of the Church, before he had as much authority as he now has, I think he was the man who was the instigator of the organization of the Society for the Aid of the Sightless here in Utah and for many, many years that has been sponsored through the means of the Church the magazine that has been published or distributed all over the United States and in foreign countries without any subscription; no one has ever contributed to the cost of its other than the funds from the Church. And as some of you may know, the Church has also maintained some employees such as Irene Jones and Jesse Anderson. I think Irene has had some national recognition and they spend all their time in the interest of the blind people, regardless of church or creed and their expenses are paid also by the Church and this has all come about largely through the work of President George Albert Smith, the President of the Church, as has also the publication of the books in the braille language so that they might be read, and to which Mr. Allen has referred.

He has asked me to say to you that he hopes that you will enjoy your stay here in our city and if there is anything that we can do in the Church to make your stay more interesting, we would just like you to tell us that. You can walk in and out of all of our buildings. You will find guides to show you around, all but the Temple, and when you go over on the Temple block the guides

over there will tell you why we cannot let you in there today. You can go in there tomorrow if you do what we tell you to. But anyway, all the rest of the buildings are available for you and we will be glad to have you come and feel at home with us.

Now, we think generally more of the people who are not members of our Church than they think of us, especially those who have not travelled much and have not visited in our community. Some years ago I had the privilege of filling a mission for the Church, the Mormon Church, in Holland. In fact, I filled two missions there. I learned the language. We were about to rent a building from a good Dutchman over there. We had not told him who it was for and I did not think it would be very good to rent it and not tell him who his tenants were so, I said to him, "Would it make any difference to you if you knew that this building was going to be occupied for the headquarters for the Mormon Church here in Holland?" He said, "I'll say it would. I wouldn't have any Mormons on any property of mine." So our negotiations ended right there. Well, he did not rent that building for the next ten months. I do not know whether the Lord had anything to do with that or not. I always thought He did. When the Dutchman came around and looked us up and wanted to know if we still wanted to rent his building, we did and then he said, "You do not need to send the rent to me. I will come around and collect it." I think he was afraid it might be a day late and so he would come, ring the bell and step back a few feet as if he were afraid he might become contaminated and one day it rained real hard when he got to the door so we got him inside and we got him up into the office. When we got through, we could not get rid of him. He would come and stay for a couple of hours when he would come for the rent. So I said to him, "Remember what you said when we first wanted to rent this building?" Now the Dutchman talks with his hands and his shoulders and he put his hands up and he said, "Ach, Mr. Richards, unknown is unloved." Now we do not expect people to love us very much unless they know us and that is why we are happy to welcome you here in our city.

Some years ago I was travelling through the east with a friend of mine in a nice new auto with a Utah license plate on it and just as we drove into the outskirts of New York, we were hauled over to the side. Of course we wondered what traffic law we had disobeyed and thought we were being arrested and a man said, "Are you from Utah?" And I said, "Yes, sir." "Well," he said, "Where are you going?" "Well," I said, "We are trying to find the road back to the hotel." He said, "Do you know the way?" I said, "No, we have never been here in these parts before." He said, "Follow me. A few years ago I visited out in Utah and everybody was so kind to me, I have been waiting these years for an opportunity to return the favor." You know, New York is no little village. We followed him for miles and miles and there was nothing wrong about it. In a moment he drove up in front of the Roosevelt and there we were. We were very grateful to the people who had been kind to him while he was out here in Utah.

Now we have a few things that are rather peculiar in our locality and to the activities of the Church. We have a great Welfare Program that you may have heard something about. That is just as much carried on in the spirit of helping unfortunate people as the work you are doing for the blind people throughout the land. And we all honor you and respect you for that. Just at the close of the World War to illustrate what I have in mind, we shipped a hundred and forty car loads of food and clothing out of this little community to Europe to help take care of our members over there. Then besides that, we sent thousands of those thirteen pound packages, all they would take by mail, and you would have been amused if you could have seen some of the experiences that came out of that. In fact, we received a letter from the Postmaster of Amsterdam and he said something like this. He had been seeing some of those packages go through the Post Office. He said, "My wife and I are very much in need of clothing, underclothing", he said. "We have the money, but we cannot buy it. Is there any way we could prevail upon you good people to send us a little clothing and we will promise to send the money when the government will let us leave the country." Of course we sent him the clothing. We never expected the money and

we did not want it. Well, we sent a lot of good used clothing that we had made, to the good people over there. One good brother sent a nice suit all pressed up and in fine shape and put a tag on the inside pocket with his name and his address in it so that the recipient might know from whom it came. So in due course of time, the good man from here who sent the suit received a letter from the good brother over in Denmark. He said, "I surely do enjoy the suit that you sent me. Could you send me a radio?" In other words, if we do not give you all you want, just ask for it. Have a good time while you are here. And with all my heart, I send the greetings of President Smith who is one of you. At his age he just cannot meet all the invitations that come. So you must not feel that it is a lack of interest in the fine things you are doing. I hope your stay will be a pleasant one. I wish you God-speed in all that you undertake to do in the great work in which you are engaged. Thank you.

* MURRAY B. ALLEN:

Thank you very much, Bishop Richards. You know now the fervor of the Mormon or the hospitality and I hope some of you will get acquainted with that welfare program which he touched upon rather lightly. The Church is spending millions of dollars and over on the west side of town, they have what they call Welfare Square where they are employing hundreds of people making commodities for welfare use. Some of the blind people are working over there.

In the years since I have attended the conventions since 1921, I have heard Mayors and Mayors and Mayors in Utah, too, and you know how they come, good bad and indifferent. But when you hear Mayor Earl J. Glade, you will know that you have had an experience. He is a scholar, he has a flow of language, he uses the English language most beautifully and sometimes otherwise because he can tell people exactly what he thinks about them. But I want to tell you this about Mayor Glade. I think most of you know what it means to have the news come over the radio every fifteen or twenty minutes during the day and night; what it means to our blind people. Now I do not know that Mayor Glade was responsible for that great flood of news and the use of the radio for that purpose but I do know that when Mayor Glade was the Manager of our radio station, KSL, when it was in a little penthouse upon the building catty-corner from this building, I went to him with the President of our Association and said, "Mayor, we hear music; we hear soap operas; we hear this, that and the other. Can't you do a little about occasionally slipping in a word of news for the blind people?" And the Manager pressed a button or two. An associate or two appeared in his office. A word or two of instructions were given and the next day, KSL started a news broadcast which was particularly for the blind people. We are very happy that the Mayor has come to us and given time from his busy life and I want to assure you that Mayor Glade is much more than a Mayor. He is a dynamic force in this city. He has been for years and years, and if you want to hear more of him you can just listen over KSL Sunday evenings after the regular concert of the Tabernacle and you will hear him there speaking to you all over the United States.

So I am very happy now to present my friend and the Mayor of Salt Lake City, the Honorable Earl J. Glade.

* Visually Handicapped.

REMARKS

THE HONORABLE EARL J. GLADE, *Mayor of Salt Lake City*

Mr. Allen, distinguished guests and ladies and gentlemen of this convention, I have just come from a meeting at which a form of representation of the United Nations is being entertained. I told the guests there where I was coming and of course they were tremendously interested and of course, obviously, I shall have to go back after performing the very pleasant duty to me of bidding you welcome to the Capitol City of

the forty-fifth state of the American Union. So then, Mr. President, Mr. Chairman and ladies and gentlemen of this remarkable gathering, it is indeed an honor for me as Mayor of Salt Lake City to bid you welcome. It is my pleasure now, not only to extend a hand of cordial fellowship, but also to declare each and everyone of you honorary citizens of our community.

You know, ladies and gentlemen, I recall with much interest the manner in which our esteemed citizen, Murray B. Allen last year served notice on me that he was going after this convention. Even though we had word that that decision had been publicly made that it was going to be elsewhere. Well, you know what happened. Murray came home with the convention regardless. Now that is the way he does things, Mr. President. He has a way of bringing home the bacon; yes, and the eggs and potatoes and toast that go with it.

You know while the rest of us around here sometimes wonder and worry if it can be done, Murray goes out and gets it done. May I say to you, Mr. President and your associates who are visiting with us in this convention that our citizen, Murray B. Allen, is the best Lion Tamer in this country? Neither Ringling Brothers nor Barnum and Bailey have ever seen his equal. Why, he has hundreds of the finest Lions in captivity standing side by side with him and the interesting deal is that he is not the slightest bit afraid of them. While occasionally they up and roar, never a single one has bit him. Of course occasionally they claw him a little as for instance when they shake hands or pat him on the back. You see, friends, these Salt Lake City and Utah Lions are not the formal variety. They always walk uprightly on two legs. They are a very extraordinary species. I am sure that two thousand years from now, archeologists will declare the Utah variety to be distinctly in a Lion class by themselves. And also this organization has helped tremendously in securing for our State and for our fine folk in this room the Murray B. Allen Center for the Blind. These are truly marvelous animals, these Lions. I want to say that much.

But to those present, I want to say a word of encouragement to you and to all of the associates of this fine convention. You know, you have my deep admiration. I see in you beautiful symbols of a wonderful faith, a faith that is undaunting, undiscourageable. Those who reveal a superior exterior, often conceal an inferior interior. While there is a smile in that rhyming couplet, there is a lot of truth as well. You know, I've always felt that you find folk at a depth and a richness of insight that more than makes up for the absence of sight. I like that word 'insight'. In those words then, you have the superior interior. You who serve remember that spiritually, a man never passes his prime until he begins to think that the best is behind him. As long as a man thinks that, the best is yet to be the last of life for which the first was made. So long as he is growing spiritually in moments of reading or in radio listening, you should remember that it is the lasting values we can take with us as we go along and as we go beyond, the lasting values.

It was Dr. Socklund, I believe, who once said that we could take with us the love others had for us and the love that we had for them. We can carry our virtues of honesty and integrity and purity along with us. No one can ever take them away as long as we make sure to make them our love. We can treasure our ideals of beauty and truth and goodness. Neither loan nor debt can burn out the goal a man carries inside himself. We should all learn to live with bonds that grow richer as we go along.

You know, sometimes we seem to be afraid of growing old physically. It is so true when we attain the fiftieth year or possibly the sixtieth. Were it to high heaven, we were as eager to keep young mentally. To live for values that grow into something so big that it goes on without physical strength, flays with age to be. A former President of the United States once said that he would rather personally fail in a cause that would eventually triumph than personally win in the cause which would eventually fail. I submit that that is a real objective for all of us.

Tonight then, Mr. President, let us all remember that time is on the side of truth and of beauty and of goodness. These are ultimate values. They are the values that grow. When we live for them, life grows better with age. That is my testimony to each and every one of you. I have already had a touch of sadness and I must be careful there.

I realize it. There is glorious beauty in the simple little stanza that was found in an old family album. Here are the four lines; some of you can commit these lines to memory with almost a single tongue. Now let us see if we can.

When you were born a little child,
You only cried, while others smiled.
So live that when you come to die,
You may smile, while others cry.

And now, sir, it is my honor as Mayor of Salt Lake City, Utah to present you, Mr. President, with a seven and one-half pound key to our city made from virgin Utah copper taken from the mountains twenty miles southwest of where we are tonight in this lovely ballroom in the Hotel Utah. This key will unlock any door in our city except in back of the city jail. I respectfully suggest that the Lions Club, Mr. Skeen, mail or express this key to the home of your President where he may have it for display. So then, as my final word may I say, "May good fortune attend you all and may divine providence walk by your side."

RESPONSE

* CAPTAIN M. C. ROBINSON

National Director for Western Canada, Canadian National Institute for the Blind, Vancouver B.C.

Mr. Skeen, representing the Governor of Utah, Your Grace, Your Honor, Mr. Allen, ladies and gentlemen, I am here and I am very glad indeed to be here. I suppose the only reason I am in front of this microphone is that we are having a convention in the west and I suppose that I am from further west than anyone else here. My headquarters are on the Pacific coast, but I enjoy myself on an island west of the Pacific coast. And so, it is very nice indeed for me to be here and to be able to say, thank you for all these addresses of welcome.

To Mr. Skeen, representing Utah's Governor Lee, may I say I am sure that Utah has every reason to be proud of such a distinguished citizen as Mr. Lee. I am equally sure that Mr. Lee has every reason to be proud of his representative, Mr. Skeen.

I know that we people from one of the British Commonwealth countries feel that it is very nice to come down and be on the same platform with what we call an Anglican Bishop—Bishop Moulton. We are equally proud to be present on the same platform and in the same room and in the same State with the distinguished gentleman to whom we have listened with such great interest and pleasure—Bishop Richards.

I wonder if Bishop Richards and his church realize how much they have done for the blind people of Utah; what they have done for the public of North America and particularly the blind. I know that over in British Columbia for some reason or other, we get Salt Lake City direct and it is a real joy and a real privilege to listen to that choir from the Mormon Tabernacle in Salt Lake City every Sunday.

And now, your honor, Mr. Glade, when we ride here from the airport which is not twenty-five miles across the city but only about a three and a half minute drive to, I imagine the main hotel in the city, it is a wonderful thing. And when we find that your streets are wide, I believe a hundred feet wide and your blocks are ten acres and you have running waters in your gutters and you have what is reputed to be the cleanest city on the North American Continent, we can imagine how proud the people of Salt Lake City are of having you as a Mayor and how proud you are of being Mayor of such a beautiful city.

Now I come to Mr. Allen. Allen is a great name in the work for the blind, a great name. We have the Assistant Director of the American Foundation for the Blind and Secretary-General of the American Association of Workers for the Blind in the person of Mr. Alfred Allen. And we have also the gentleman who represents our host organization, Mr. Murray Allen. I got in a little ahead of time last night and I was not booked here until today and there were about seventy-six people waiting at twelve o'clock

* Visually Handicapped.

at the reception desk and I came along and after I finally managed to elbow my way up to the desk, I just whispered to somebody that I hoped would hear, "I am a friend of Mr. Murray Allen's." As a matter of fact, the suite, Mr. Allen, that has been reserved continuously for the copper mine people was put at my disposal. Thank you very much.

And so we have this great gathering here in this lovely Empire Room of the Utah Hotel and we have the representatives of the State, of the Church and the municipality and the workers for the blind. What a wonderful thing it is and how our mind goes back to some years ago when we dreamed of these things. We dreamed of the day when we could stand on a platform with the State and the Church and Municipality and the workers for the blind, everybody together with a voice that would be listened to. In those days which a lot of you and I could recall, they were dreams. Dreams are they all, but they are God's dreams. Shall we decry them or scorn them: that men shall love one another; that greed shall pass from the market place; that white shall call black man brother; that lust shall yield to love of the race; that man shall meet God face to face? Dreams are they all, but they are God's dreams and I am wondering what your dreams are and my dreams, and those of our friends who are representing the State and the municipalities and the Church. What are our dreams for the welfare of the blind tomorrow?

So gentlemen, particularly on behalf of those of us who come from north of the border in Canada, from British Columbia to Nova Scotia, and of those that come from the States of the Union, on behalf of all of us, I want to extend our heartfelt appreciation for the words of welcome have been extended first of all by you, Murray Allen, and then by all the great citizens of this great city, of this great state and of this great country who have seen fit to welcome us, the workers of the blind, to this beautiful city and this wonderful state of yours.

*** MURRAY B. ALLEN:**

Captain Robinson, I appreciate most deeply that fine expression and your response. In the matter of the suite for the Copper Company, I think sometime I will use the name of Murray Allen and see if it will help me. They gave me a dark room on the nineteenth floor.

We have with us tonight a representative of the executive committee of the AAIB, the American Association of Instructors of the Blind. I think it might be fitting now to hear some greetings from Mr. Robert Thompson, the superintendent of the Missouri School for the Blind, who will speak for the American Association of Instructors for the Blind. Mr. Thompson.

* Visually Handicapped.

REMARKS

MR. ROBERT THOMPSON

Mr. Chairman, distinguished guests, members and friends of the American Association of Workers for the Blind in this twenty-fourth convention in Salt Lake, I have a request from Mr. F. E. Davis, the new President of the American Association of Instructors for the Blind to bring to you the warmest greetings and sincerest wishes of the fortieth convention of the American Association of Instructors for the Blind which has just adjourned in Philadelphia. It is a very happy privilege for me and we wish you God-speed as you go through this convention attempting to realize your fine objectives. Thank you very much.

*** MURRAY B. ALLEN:**

Thank you, Mr. Thompson, for those kind words of greeting.

Mr. Ierardi, the President, received the copper key for being merely President. Somebody will have to take it home for him as

* Visually Handicapped.

somebody always has to do the work of the President. I know that you will want to greet and to respond to the members of the executive board. First, the Second Vice President, Mr. Arthur Weir of Toronto; the Treasurer, Mr. Lemont Hackett of Baltimore; and the man who makes the convention go and the AAWB go in the interim between conventions, that hard-working, dynamic personality whom we all love and all fear, Alfred Allen, the Secretary-General.

I said a moment ago that the President did not have anything to do but get the key of the city. However, he does have to make a speech. Now for me, that would be a great pleasure because there is nothing that I like better than making speeches and boring you people.

We have, through the years, learned to love Francis Ierardi. We know him and we know his fine work in Boston with the National Braille Press and it is only fitting that we should listen now to his remarks because he is President. But it is far more fitting that we listen to his words of wisdom because he is Francis B. Ierardi. President Ierardi.

PRESIDENT'S ADDRESS

*FRANCIS B. IERARDI, *President*

May I, as President of this Association, express our sincere thanks and appreciation to His Honor, Mayor Earl J. Glade, to Mr. George Albert Smith, President of the Church of the Latter Day Saints and to our genial host, Mr. Murray B. Allen and his Committee for extending to us a very warm welcome to Salt Lake City. It is indeed a pleasure and a privilege to gather in this beautiful city so rich in history and so thoroughly imbued with the ideals of service to the blind. Here in this high rare atmosphere, so many hundred feet above the sea level to which some of us are accustomed, we should be stimulated to give and to receive fresh inspiration for the cause so close to our hearts.

Since our last convention, held in Boston, your President has appointed all necessary Committees to carry on the various functions of the organization. Two of our members were appointed as representatives of this association on the President's Committee on National Employ the Handicapped Week and the Midcentury White House Conference on Children and Youth. Mr. Kumpe and Dr. Cummings are serving in this capacity.

The Board of Directors met in Chicago with the Program Committee last December 12-13 to work out plans for this Convention, the results of which you now have in your printed program. The Committee is to be commended for the successful completion of its task.

During the year the Legislative Committee held three meetings in Washington, D. C. to study and discuss pending legislation in behalf of the blind. A full report will be given you on the results of this study later in the convention by its Chairman, Peter J. Salmon.

The Awards Committee ordinarily makes one presentation each year of the Shotwell Memorial Medal. However, this year, after careful consideration, the Committee felt that two such awards should be given. Mrs. Mary Dranga Campbell and Mrs. Winifred Hathaway, who have given the best years of their lives in work for the blind, are to be the recipients of the Shotwell Memorial Medal for 1950.

I realize the hour is getting late and many of you are anxious to visit with one another to make new acquaintances and to renew old friendships. In closing, the final thought I would like to leave with you is this: I know that each one of us has something helpful to contribute to this convention. It may be some solution to the problems common to us all. It may be a plan to increase the comfort of those in our care. It may be simply a point of view that will make for better understanding. In any case, our contacts here are bound to send us home with a fresh and enlarged conception of our field of activity and to knit closer the bonds between us.

*Visually Handicapped.

* MURRAY B. ALLEN:

Thank you, Mr. President, for your excellent address. We know that you have worked your heart and your spirit into the hearts of all of us and the spirit of all of us should be better in the work for the blind.

A few moments ago I spoke of Bishop Wirthlin, the First Counselor of the Presiding Bishopric of the Church of Jesus Christ of Latter-Day-Saints and told how active he had been in the service to the blind through his church. But extending out beyond that church and the confines of the religion itself to all who live in the State of Utah and to all those throughout the nation who will benefit by the efforts of the church, he is a personal friened of mine and he is the Secretary of the Society for the Aid of the Sightless and he will now pronounce the benediction for us if you will please arise.

* Visually Handicapped.

BENEDICTION

BISHOP JOSEPH L. WIRTHLIN

Our dear Father in Heaven, as we come to the conclusion of these most inspiring services, we render gratitude and thanks for that portion of Thy holy spirit which has been here; Thy spirit manifested in that great commandment to love thy neighbor as thy self in the works of these good people in carrying light and encouragement into dark places. And now, Heavenly Father, we invoke Thy holy spirit upon them that heavenly light may go before them; that they may have the heartfelt satisfaction of doing a good turn for those who are in need of their help. And we pray Thee, Heavenly Father, that there will will come into their soul revelation of Thy holy spirit in that heavenly salution, Well done, thou good and faithful servant; which we humbly pray will be the blessing of every one of them in the name of Thy beloved Son, Jesus Christ, Amen.

PAPERS PRESENTED AT

GENERAL SESSIONS

THE OXFORD CONFERENCE AND ITS SIGNIFICANCE TO THE BLIND OF THE WORLD

* ROBERT B. IRWIN, *Associate Director*
American Foundation for Overseas Blind,
New York, N.Y.

The Second World War disrupted practically all peace-time welfare work, including services to the blind, in Continental Europe. As soon as active fighting ceased, steps were taken to re-establish a certain measure of social services in the various countries. Friends of the blind began to fear that they might lose the gains of the preceding fifty years if they did not see to it that work for the blind found its proper place in the new set-up. The leaders in our field from almost every country in Europe importuned the American Foundation for Overseas Blind and the National Institute for the Blind of Great Britain to call an international conference to consider ways and means of restoring pre-war services to to the blind.

Accordingly these two organizations formed a committee to arrange for a conference which was held at Merton College, Oxford University, during August 1949. The Organizing Committee consisted of W. McG. Eagar, Secretary; George L. Raverat, Vice-Chairman; Dr. Gabriel Farrell; Alderman N. Garrow; and Robert B. Irwin, Chairman. It was decided that such a conference should be small in size so as to permit of freedom of discussion, and should be composed of outstanding leaders in Europe and North America only. Most of the delegates were selected and invited by the Committee. The countries of Eastern Europe were asked to send delegates of their own choice. The number of delegates was arbitrarily limited to approximately fifty, representing eighteen countries. The majority of the delegates were blind, especially those representing Continental Europe. Representatives of the U.S. Department of State, of the United Nations and of its specialized agency, UNESCO, also attended as observers.

The war destruction of the assets of European associations for the blind and the exchange complications presented many financial difficulties so that in order to make the conference a success, it was necessary for the American Foundation for Overseas Blind and the National Institute for the Blind to bear most of the expenses of the gathering, including travel.

The Organizing Committee was anxious to see to it that the conference had the greatest possible practical results. Previous international conferences had borne valuable fruit in the form of new ideas for service to the blind, and the inspiration which comes from mingling with leaders from other countries striving to solve similar problems in different ways, but on the whole such conferences have

* Visually Handicapped.

been largely in the nature of "talk fests." The Committee was determined that this conference should result in concrete plans for improving both national and international services to the blind. The best plan seemed to be to direct the discussion toward the development of a minimum program of blind welfare based on generally accepted principles. In order that there would not be the necessity for time-consuming expositions of the accomplishments and needs of the blind in each of the countries represented, a questionnaire was sent to all delegates well in advance of the conference, calling for general information concerning the blind and work for the blind in each country. The data accumulated through these questionnaires was edited and issued in English and French inkprint and braille, and placed in the hands of the delegates prior to the conference.

The Organizing Committee presented eight draft resolutions, one each day, dealing with the topics to be considered by the conference, including such subjects as registration, responsibility for the blind, rehalibitation and training, employment, economic provision, care of the blind at home, homes for the blind, and special facilities for the blind. It was felt that the subjects could not be properly covered in less than ten days. It was also decided that owing to the magnitude of the field, consideration of the education of blind children must be postponed to a future date.

A delegate, known to be a person having a special interest in the subject under consideration, was invited by the Chairman to propose the draft resolution, and to commend it briefly to those present. After a seconder had been found, the conference proceeded with open discussion, a time limit being imposed in order that everyone who had a contribution to make, could be given an opportunity to speak. Such a procedure carried with it the danger that steam roller methods might be employed to force through the resolution as proposed. As a matter of fact, nothing of this kind happened. After each session was in progress for upwards of an hour, those most interested in the subject were discovered. The chair then appointed from three to five delegates, with varying points of view, to draft a new resolution which would express the consensus of opinion of the group. On the final day of the conference the resolutions were again submitted by the Organizing Committee for approval. As an evidence of the good work of those redrafting committees, the entire set of resolutions, representing a minimum program of blind welfare, was adopted unanimously. This was especially remarkable when we consider that eighteen countries with widely different philosophies of work for the blind participated in the gathering. The discussion showed that while there seemed to be much superficial divergence of opinion as to how certain objectives could be obtained, there was little fundamental difference of opinion as to the ends to be sought.

The principles underlying the resolutions are so fundamental that they may form a foundation for services in any country. The set of resolutions has been referred to as a "Magna Charta" for the blind. It is believed they will prove invaluable to friends of the blind who are working for adequate services in any part of the world.

One of the encouraging results of the Oxford conference is the fact that the resolutions adopted have formed the basis of discussion at two meetings of the Social Commission of the United Nations, at which time definite steps were taken to set up in the near future a department for the blind in the Division of Social Activities of that organization.

Furthermore, the conference has resulted in the formation of a permanent World Council on the Welfare of the Blind supported privately and entirely independent of the United Nations. The expenses of this organization are being temporarily met by the American Foundation for Overseas Blind, and permanent office facilities are being provided by that organization in its new quarters in Paris.

During the conference the educators present, under the leadership of Dr. Farrell of the U.S.A., formed themselves into an organizing committee for an international conference on the education of the blind, to be held in 1951. This conference will probably be held in Holland. Those interested should contact Dr. Farrell at once.

One of the problems which always confronts conferences of this kind is that of the language medium to be used. It was found that most of the delegates spoke English or French, or both. Those who could not speak

either of these languages were warned in advance that only English and French translations of the speeches would be made. Accordingly, the few delegates who could not speak or understand either of these languages arranged to be accompanied by an associate who could speak one or the other, and who sat next to the delegates at all meetings.

Stenographic notes were taken at each session by clerks thoroughly familiar with work for the blind. These notes have been edited and are now being printed in a volume which should be available within the next few months. It will be sold for one dollar. As only a limited number of copies are to be printed, anyone wishing to have a copy should place his order with the American Foundation for Overseas Blind at the earliest possible date.

The resolutions adopted by the conference were printed in the *Outlook for the Blind,* and will also appear in the Oxford Conference proceedings. A copy of them is appended to this paper. A few print copies are available here at the convention for those who would like to have one.

RESOLUTIONS ADOPTED BY INTERNATIONAL CONFERENCE OF WORKERS FOR THE BLIND OXFORD, 1949

(A) RESOLUTIONS CONSTITUTING MINIMUM PROGRAMME

I.—Registration

In every country the law should provide:—

1. A definition of blindness, to include both the totally blind and all other persons suffering from such defect of vision that they also require special education or special assistance to save them from destitution, and to enable them to share in the economic and cultural life of the nation.

2. The establishment and maintenance of an active register of all such persons.

Further, the importance of establishing a standard international definition of blindness should be urged on competent authorities with international scope.

II.—Responsibility for the Blind

Basic responsibility for the welfare of the blind and for prevention of blindness should be accepted by National Governments, and should extend to all territories under their jurisdiction. Every encouragement should, however, be given to properly constituted private organisations of and for the blind, which should be entrusted with such functions as they can effectively perform. Close and confident co-operation should be established between them and public authorities, national, regional or local, and full opportunity should at all times be given to the blind themselves to express their views and wishes. Blind persons with the necessary qualifications should, wherever possible, be employed in all services for the blind.

III.—Rehabilitation and Training

The primary objective of the general plan for enabling blind men and women to take their place in the community should be to ensure that those who can work will be given opportunity to do so, and be provided with the physical, psychological and technical means for restoring confidence in ability to work and capacity to earn a livelihood in the occupation for which each individual is best suited. The plan should also insure to all blind persons the means of entering fully into the social and cultural life of the community.

IVa.—Employment

Every practicable means should be used to make generally known and to impress upon legislators, administrators and the general public that many blind persons are capable of fully economic production in factories and offices, and that many of them are competent to follow certain professions. Blind persons should not be refused employment simply on the ground of their blindness.

IVb.—Employment

For blind persons who are not capable of fully economic employment, there should be provided:—

1. "Sheltered" workshops, in which productive wages are supplemented to a recognised level of subsistence.

2. Organised systems for the employment of blind persons in their own homes which supplement the economic earnings of industrious and competent workers to a recognised level of subsistence.

3. Preferential marketing arrangements, *e.g.*, the purchase by public authorities of the products of special workshops and home industries.

V.—Economic Provision

Special economic provision should be made for all blind persons, while insuring that the incentive to work and to contribute in other ways to the economic and social life of the community is in no way impaired. Each nation should therefore provide its blind citizens with:—

1. At least a minimum standard of subsistence.

2. An adequate allowance of equal amount for all blind persons to meet the additional cost of living resulting from blindness.

Such special provision for the blind may be embodied in a general programme of social security, or may be expressly made for the blind.

VI.—Care of the Blind at Home

With the object of assisting in the re-adjustment of newly blinded persons and of providing blind persons, particularly those leading lonely lives, with instruction, occupation and friendship in their own homes, home visiting and teaching services should be developed with at least a nucleus of fully qualified and trained personnel who, whenever possible, should themselves be blind.

VII.—Homes for the Blind

Homes maintained by public and private agencies should be provided for blind people who are aged or handicapped by other disabilities and unable to earn an independent livelihood, whose welfare cannot be adequately assured by private domestic arrangements. Homes for the blind should provide:—

(*a*) Accommodation for married couples, one or both of whom are blind.

(*b*) Accommodation for deaf-blind persons in special homes or in homes for other blind persons.

(*c*) Accommodation for blind persons for holidays or convalescence.

VIII.—Special Facilities for the Blind

Organisations publishing literature and manufacturing or distributing satisfactory apparatus and appliances for the blind, or operating libraries for the blind, should be encouraged and financially assisted from government and voluntary sources, so that such materials may be available to all blind persons at prices which they can afford, when it is not possible to give them without charge.

All apparatus and appliances specially made or adapted for the use of the blind and addressed to blind persons, institutions, societies, or workshops concerned with the education, employment or professional interests of the blind, by analogous organisations in other countries, should be exempt from any import, export or other customs duties, when their nature is adequately certified.

The special value of radio to the blind should be recognised by the granting of free radio receiving licences, and, where possible, receiving sets.

The extra cost incurred by blind persons when travelling at home or abroad should be recognised by concessions in fares.

IX—Education

To enable blind persons to participate fully in the life of the community and to contribute to its strength, blind persons, whether children, young persons or adults, should be given full opportunity for general and vocational education in schools adequately equipped for the education of the blind and with fully qualified teachers.

The Conference puts on record its conviction that every national system of education should ensure to all blind children education according to their interests and aptitudes at least equal to that which they would have received if they had not been blind.

X.—Relations with the United Nations

This Conference:—

1. Notes with the greatest pleasure the interest which United Nations are taking in its proceedings, and records with lively satisfaction its efforts to bring about a positive contribution to the task of developing the wel-

fare of handicapped persons. It expresses the hope that effective action will thus be taken for the blind.

2. Instructs its Organising Committee to present to the Secretary-General of United Nations, for the attention of the Social Questions Commission and of the Specialised Agencies of United Nations, the resolutions adopted by this Conference, together with a report on the welfare of blind people, drawing the particular attention of the Secretariat of United Nations to the international measures of a practical character which can be taken in the spirit of the resolutions.

3. Calls the attention of national blind organisations to certain consultative Social Services placed at the disposal of Governments by United Nations which, at the request of the aforesaid Governments, can be made available to the advantage of administrations and institutions having as their concern the welfare of the blind.

4. Records with pleasure the message received from the Director-General of U.N.E.S.C.O., and welcomes the action he is taking to facilitate the solution of existing Braille problems, and his interest in the proceedings of the Conference. It agrees with him that the problem of blindness in certain parts of the world, where its incidence is high, and services to the blind as yet little developed, calls for urgent attention, and it will welcome all steps which may be taken towards that end.

(B) RESOLUTIONS ON INTERNATIONAL ORGANISATION AND FUTURE ACTION

XI.—International Organisation

In view of the desire, unanimously expressed by members of the Conference, to establish a permanent organ for consultation between organisations of and for the blind in different countries, and for joint action wherever possible, and of the offer made by the American Foundation for Overseas Blind to provide executive and clerical services to an International Committee up to the end of 1950 as an experimental period, this Conference approves the establishment of an International Committee for the Welfare of the Blind (Comité International pour la Protection Sociale des Aveugles), on the understanding that a member of the staff of the A.F.O.B. may serve as a member and will act as its Secretary, and that the operating cost of the Committee will be met by the nations here represented; that the Committee be constituted of nine members—five representing France, Germany, Great Britain, Italy and the United States; one representing Scandinavia; and one, the Benelux and smaller European countries; two places being left open for representation from countries of Eastern Europe; and that the following be appointed as members of the Committee until the end of 1950:—

Belgium.....Monsieur G. Borré.
Denmark.....Herr Ernst Jorgensen.
France.....Monsieur P. Guinot.
Germany.....Dr. Carl Strehl.
Great Britain.....Mr. W. McG. Eagar.
Italy.....Signor Aurelio Nicolodi.
Poland.....Dr. Vladimir Dolanski.
United States.....Mr. Eric T. Boulter.

XII.—Education

Having expressed its conviction of the importance of education, this Conference recommends that steps be taken to convene a Conference, at a later time but as soon as possible, for the discussion of problems of education common to all countries, and that that Conference be conducted by persons engaged primarily in the education of the blind, and that the undernamed persons be appointed as a Committee to enquire into the possibilities of convening such an educational Conference.

Mr. C. H. W. G. Anderson (Great Britain).
Professor Paolo Bentivoglio (Italy).
Dr. Gabriel Farrell (United States).
Mr. Eero Hakkinen (Finland).
Mr. Halvdan Karterud (Norway).
Monsieur D. Lelievre (France).
Dr. Karl Trapny (Austria).
plus Head of School where Conference is held.

Esperanto Ligilo

It was further resolved unanimously that since in many countries Esperanto Ligilo is a valuable source of information and encouragement to the blind, this Conference commends this magazine, and hopes friends of the blind will give it adequate financial and moral support.

COOPERATION IN WORK FOR THE BLIND, HERE AND ABROAD

BERTHOLD LOWENFELD, Ph.D., *Superintendent*
California School for the Blind, Berkeley, California

Both endeavors, international cooperation and work for the blind, are either comparatively new or age-old depending upon the point of view from which one approaches the problem. As human and individual ideals both can be traced back far into antiquity. What else is the biblical story of the Tower of Babel but the wish for all nations of the earth to get together shattered on their inability to communicate with and understand each other? And again, it is in the Bible where we read the command to remove obstacles from the pathway of the blind. However, *organized* efforts in international cooperation as well as in work for the blind are young and, when both ideas are brought together, international cooperation *in* work for the blind is still younger. It is for this reason that I dare to undertake to discuss this problem with you. None of us have yet grown to be experts in it and my own experience in work with the blind and as a citizen of both Europe and America may give me some background to discuss this topic.

Out of the vast field of questions which arise in connection with cooperation in work for the blind here and abroad, I shall try to lift three which seem to me essential ones: How—what—and what for. "How" pertains to the organizational form in which international cooperation can be carried on; "what" should cover some of the areas in which such cooperation would seem most needed and promising; and "what for" will deal with the basic philosophy determining the direction and goal of all efforts.

Only few precedents exist for the ways in which organized international cooperation in work for the blind has been attempted. The first effort of this kind dates back to 1873 when the first European Congress of Teachers for the Blind convened in Vienna. It is not by chance that education of the blind became the initial area of international discussion. Historically speaking organized work for the blind began only after the educability of the blind was recognized and thus educational efforts, in the form of establishment of residential schools, were the first consolidated attempts in work for the blind. No wonder then that teachers of the blind also were the first ones who felt the need for exchange of ideas and experiences on an international level. This first European Congress was attended also by representatives from the United States, from Egypt, and from Brazil, which gave it a more than European character. It might be interesting to mention that the list of members of the First European Congress of Teachers for the Blind contains the following names: Samuel Gridley Howe, Director of the School for the Blind in Boston; Thomas H. Little, Director of the Wisconsin Institution for the Education of the Blind, Janesville, Wisconsin; Frederick D. Morrison, Superintendent of the Institute for the Instruction of the Blind, Baltimore, Maryland; William B. Wait, Director of the New York Institution for the Education of the Blind, New York City; Adolf Willhartitz, Music Teacher of the School for the Blind in St. Louis, Missouri; and Belettro Benjamin Constant, Director of the Imperial School for the Blind, in Rio de Janeiro. The American Printing House for the Blind in Louisville and the Institutions of Boston and New York took part in the exhibition arranged by the Congress and all three of them received medals for the excellence of their displays. A reading of the Congress Report reveals that a great many topics were discussed but that the tendency prevailed to report on one's own country's status and achievements and that practically no consideration was given to actual international cooperation. Of course, the members of the Congress may have learned mutually from their experiences but no efforts for international cooperation of a lasting character resulted from this Congress.

It took almost sixty years until the wider area of work for the blind came to the point where an international gathering became possible. As you know, I am referring to the World Conference on Work for the Blind which was held in 1931 in New York City under the auspices of the A.A.I.B., the

A.A.W.B., the American Foundation for the Blind with the cooperation of the American Braille Press. Many of you have attended this conference and remember the contents of its proceedings. At that time the will for international cooperation was strong but the selfish national interests which ultimately led to World War II already cast their shadows over this Conference. Don't we remember the exodus of the Italians and other oppositions to international understanding? Compared with the 1873 Congress the World Conference showed progress in two directions: (1) Its conferences though often presenting "egocentric" reports also showed an increasing tendency to exchange and compare practices and ideas; (2) the World Conference ended with an attempt to establish a World Council on Work for the Blind designed "to create and conduct a world-wide executive instrumentality for the blind, aiding minor forces of helpfulness for the blind and endeavoring to alleviate their needs, elevate their standards of life . . . by bringing the whole world into a spirit of helpfulness and rejuvenation for the blind." This World Council, a noble idea, never became a fact because of the increasing spirit of disunity which infected large parts of Europe.

The third event of an international nature is the Oxford Conference of 1949 about which Dr. Irwin has just reported to you. In which ways this conference went beyond the ones previously held may only become apparent in the future. It certainly provided an opportunity for the experts present to exchange their thoughts and the fact that it has resulted in the formulation of a world charter for the blind is one element that lifts this meeting above its predecessors. Whether it will, besides setting goals, also implement them by providing an active and continuous organizational framework for its purposes remains to be seen in the future. So much for the "how."

And now to the "what." There are some areas within work for the blind which present themselves as logical ones for international cooperation. First among them I would like to mention *prevention of blindness and the medical aspects of blindness.* There are of course international conventions for the medical specialists interested in prevention and cure of blindness and there is also a certain international exchange of research and achievements in this field. The National Society for the Prevention of Blindness has in many ways assumed leadership and greatly promoted the cause. However, there is much to be done in spreading available knowledge to spaces of this orb where it is not yet common medical good and still less commonly available service for the individual. A great deal of medical research is being done all over the globe but is there effective coordination and pooling of information?

Another area, much easier to be covered than the medical one, is that of *technical appliances* for use by the blind. It is often pathetic to watch how well-meaning technical experts devote their time and efforts to designing appliances either without knowing what the real needs of the blind are or what previous efforts have been made in the same direction. There are also tools available which at present assist only few but are potentially useful to many. An international clearing house for appliances and for research in this field would indeed be most desirable. Regionally such centers do exist, the technical research departments of the American Foundation for the Blind for the United States and of the National Institute for the Blind for England may serve as patterns for an international set-up. Before this can become an active force, the isolationist spirit of secretiveness, described and diagnosed so well by Hector Chevigny, will have to be overcome.

Social legislation must, of course, be based on the economic and social development of each country but many nations have collected valuable and often conclusive evidence on the advantages and disadvantages of certain legislative provisions affecting the blind. If objective evaluation of the effects of legislation could be collected and made available, many countries could profit from the experiences of those who have forged ahead without established precedents. As it is, experiments are repeated and risks are taken over again where much could be learned in advance if information and evaluation were more readily available. I do not underestimate the difficulties involved in such an undertaking but the potential gains would certainly justify all efforts.

The *economic status of the blind* and,

closely connected with it, the *employment situation* varies greatly from country to country. In some areas the blind are still confined to the three "B's"—beggary, brooms, and basketry. In others blind people find their occupations not on the basis of their blindness but on the basis of their individual ability and training. What can be done to improve the situation in the former ones and secure and widen the gains in the latter ones? Industrial employment of the blind, for instance, offers essentially the same problems in training and placement no matter where it is undertaken. How much actual exchange of experiences and learning in this very concrete area has been going on, for instance, between the United States and England? Shouldn't it be possible to supply knowledge and skills gained in one part of the world to other places where they would help?

There are two branches of work for the blind to which we have not yet given any attention. One is *education of the blind,* and the other is *braille* in all its ramifications. As a result of the Oxford Conference a committee is inquiring into the possibilities of convening an educational conference of international scope for the discussion of problems of education common to all countries. Early this year UNESCO sponsored a conference to consider wider unification of braille usage throughout Asia, Africa, Europe and the Americas.

Published reports of the Oxford Conference present a minimum program containing reasonable goals toward which less privileged countries could strive in order to improve the condition of the blind sector of their citizens. The best experts in work for the adult blind were needed to formulate such a minimum program and will be needed again if tasks of a more general nature need to be accomplished. It is my personal impression, however, that the time for international conferences dealing with work for the blind as a whole is over. The total field has evolved into a number of specialties with experts of its own. To mention only a few such branches: rehabilitation, legislation, special workshops, adjustment and case work, and employment. International conferences dealing with a specified area or one international conference that subdivides itself into special interest groups would seem to promise greater efficiency and more practical results.

Finally, let me discuss with you the "what for." The answer seems to be obvious—to improve the conditions of the blind. This answer, however, is just as vague as it is obvious. More than such an opportunistic aim is needed to attract the best among the blind and the seeing and to induce them to give their best to our work. I do not hesitate to present to you my previously outlined concept of the historic phase in the history of the blind in which we find ourselves as participants. Society has regarded and treated the blind in three distinct ways: as liabilities, as wards, and as members. In the early days of mankind when struggle for survival brought individuals together to form a tribe any member who could not fully contribute to the fighting force of the group was a liability and as such eliminated. This liability status was held by the blind for many centuries and Dr. French's "From Homer to Helen Keller" mentions a great deal of supporting evidence for its wide spread and duration. The decisive change came gradually with the growth of the monotheistic religions. The blind were given the right to live and the right to be protected. The early Church considered them as its special wards, and throughout the Middle Ages they were held in this position. The end of this period came when an increasing number of blind individuals proved to themselves and to their contemporaries their capabilities by extraordinary achievements which aroused the attention and devotion of those who became pioneer educators of the blind. The establishment of educational facilities stands at the beginning of the third historical phase that of integration of the blind into society. It is not difficult to supply evidences of the trend toward integration though we recognize that we are yet far from its ultimate achievement. However, by accepting this interpretation of our present status we gain not only an objective for our efforts and programs but also a criterion for what is desirable and undesirable in our work. Institutions and services for blind individuals, unimpeded by further handicaps, which separate the blind and keep them separated are regressive. Even though they may be temporarily beneficial to a blind individual, they are undesirable and inimical to the interest of the blind. Institu-

tions and services which aim at the integration of the blind and instill in them the spirit of independence and strengthen those qualities and skills which will enable them to take their rightful place as members of their society are progressive, desirable and in the best interest of the blind. It is my firm belief that cooperation in work for the blind here and abroad must be founded on a forward looking philosophy which will honor the past without being bound by its conceptions and chained to the status quo ante. If this is our will, let us ask those called upon to represent us at international gatherings to exert their efforts in the direction of integration of the blind into society.

NEED FOR CLOSER RELATIONSHIP BETWEEN THE AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND AND THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ROBERT H. THOMPSON

Superintendent, Missouri School for the Blind, St. Louis, Missouri

Historically, it is fitting that the superintendent of the Missouri School for the Blind should appear before the American Association of Workers for the Blind and talk about the need for a closer relationship with the American Association of Instructors of the Blind. I have with me copies of the first and second bulletins issued by this organization after its first and second conventions. The first bulletin deals with Organization, Purpose and Ultimate Aim, and Attitude Toward State Schools: Their Benefits, Their Insufficiencies. Please let me quote from the first paragraph on Organization:

"On April 24, 1895, at the Missouri School for the Blind, with full consent and hearty approval of its superintendent, Dr. John T. Sibley, a few of the pupils and graduates of said school, impelled by the great need and importance of an institution for the higher and more practical education of the blind, met in private convention and formally organized themselves into a society, which it was unanimously decided should be known as the 'Missouri Normal College Association of the Blind'. . . . The members of the association obligated themselves to interest as many as possible of their sighted friends in this movement soliciting their names for honorary membership. Only the blind, however, are permitted to become full-fledged members and nothing save a genuine interest in our advancement is requisite for holding a membership. . . ."

The attitude toward state schools was frankly stated, giving credit where credit was due and criticizing constructively where criticism was due. The second bulletin issued in 1897 indicates that the name of the organization had been changed to the "Missouri National College Association of the Blind". At the next convention, the name was changed to "The American Blind People's Higher Education and General Improvement Association". In 1905, the name was again changed, adopting the name it has to this day, "American Association of Workers for the Blind". Will you forgive me, then, for saying that my interest in the AAWB is sentimental as well as practical? You were born under our roof! Your rapid sequence of names indicated two splendid qualities for any organization; quick response to the need for change, and the ability to compromise. If the leaders and members of all of our organizations were endowed with these splendid characteristics fewer of us would hang separately and more of us hang together.

Having been in this field of work for nine years now, I felt that I was ready to make some observations. I have tried to attend the conventions of our associations and have listened to many tight little knots in each of our groups lambaste the other. All of this alarmed me. I stuck my neck out and was invited to write this paper. I wrote a paper. Then, having some time left, I began to read some of the proceedings of the AAWB and the AAIB in the years before my time. These words of that seer in our field, Joe Clunk, were the first to hit me in the face. Have you ever been hit in the face by Joe Clunk's words? I quote, "Conventions and unofficial groups as well as individuals have discussed

them (desirable objectives of our organizations, including better cooperation) until the subject has little left but repetition". Disheartened, but determined, I read on. Most of the things I observed in my paper had already been observed, and by better men than I. Rather than be accused of plagiarism, I decided to tear up my paper and echo the fine efforts that have already been made toward better cooperation between the AAWB and the AAIB, to call to our attention some of the fine things we have done through cooperation, and to urge a renewal of effort in the directions in which we have failed to act.

The germ of one heretical outbreak in the direction of cooperation, and there were others, was apparent on page 212 in the 1936 AAIB Proceedings where it was recorded that Mr. O. H. Burritt, chairman of the AAWB Committee on Vocational Guidance gave a report of his committee before the AAIB convention in North Carolina and invited the AAIB to appoint a similar committee to work with his committee in order that this much needed research would be more reliable and authoritative. The AAIB approved his report and authorized its president to appoint such a committee. The Joint Vocational Guidance Committee had been born. It was well on its way to the realization of fruitful results when its work was interrupted by the Great War II and agencies of the Federal Government received funds sufficient to render so much assistance in this field that our Joint Committee on Vocational Guidance has not functioned the last few years. This does not mean that this cooperative effort failed. If there is no longer need for this committee, it should be discontinued. However, the Bureau for the Blind in Missouri, will bear me out when I say that we need help in establishing a sound Vocational Guidance program in our Missouri School for the Blind. Our pupils are extremely ignorant about vocations, their requirements, and their possibilities. I must quote from Mr. Benjamin Berinstein's report as chairman of the Vocational Guidance Committee to the AAWB convention in Toronto, in 1937. His words are true today.

"The committee feels very strongly that no matter how satisfactory a vocational guidance program in a school for the blind may be, the desired result; namely, the ultimate placing of every boy and girl suitably trained in a suitable position will never be attained until there is effective cooperation between the school for the blind and the agency responsible for the care of adult blind in the community to which the given student belongs."

This heretical cooperation germ or cooperative heretical germ, depending from which way we view him began to worm his way deeper into both of our organizations and during 1937, the presidents of both of our organizations cooperated in the production of another joint committee called the *Joint* Finding Committee. After reading the report I realized that I had misinterpreted the function of this committee and that it was really the Joint *Finding* Committee. Each president appointed two members to the committee. The four appointed were: Dr. Roma Sawyer Cheek, Executive Secretary, North Carolina Commission for the Blind; Col. E. A. Baker, Director, Canadian National Institute; Mr. J. F. Bledsoe, Superintendent, Maryland School for the Blind and Dr. Gabriel Farrell, Director, Perkins Institution. These met at New York Institute with the two presidents: Mr. Ellis of the AAWB and Mr. Lineberry of the AAIB. At this meeting, Dr. M. E. Frampton was appointed as a fifth member and made chairman. To make sure this committee was representative, two more members were added later: Mr. H. R. Latimer of the Pennsylvania Association for the Blind and Mr. Joseph F. Clunk of the Department of Interior. I know these men and women do not all agree. I don't know why. That is beside the point. They are still tops in my opinion, individually and collectively, among our organizations. They made a real study of the problem they were assigned to attack and came up with some real recommendations. They concluded that:

"The basic reason for the formation of the Committee was a widespread feeling that the whole program for the blind could be strengthened through more effective cooperation. Confusion, lack of coordination, ineffective cooperation, duplication of efforts, lack of national leadership, inadequate general and specific objectives for our work—educational, economic, and social—these are some of the current ills of our profession."

These read almost like words I had written. Most of these criticisms are still true. Just mention a problem and someone wants to start a new organization instead of assigning it to one of the old line organizations already in existence. Is this attitude due to any failure on the parts of these old line organizations to give ear and effort to these new problems? Is this attitude due to their failures to get things done? Or, is it just "us"?

The Joint Finding Committee accepted these as its objectives:

1. To formulate aims and objectives for an adequate national program for the blind.

2. To determine the future programs of the AAIB and the AAWB in the light of the findings of the Committee, and to outline the administrative steps necessary to put these programs into operation.

3. To analyze and evaluate existing programs of the many national and semi-national organizations serving the blind in terms of the aims and objectives set forth in (1).

Mr. Clunk, in his discussion of these objectives, stated in part: ". . . We are all agreed that these objectives exist and have done so since the beginning of time, and it is quite likely that they will continue to be objectives more years than any of us will live. Conventions and unofficial groups as well as individuals have discussed them until the subject has little left but repetition. To recognize a need is important but to only talk about it produces nothing. . . . If you really want to do a job, then get busy and promote something that will cure the situation, forget the personal ambitions, petty jealousies, imaginary prestige, and textbook theories. Let us work intelligently together instead of talking together and working apart. For years we have been content to blame public opinion on the public or upon our blind persons, instead of placing the responsibility where it belongs and that is on those of us who have assumed the responsibility of the welfare of others and who have not made good on that job. Public opinion will be as we make it, and we cannot charge anyone but ourselves for the results."

Ah, Mr. Clunk, you were so right and still are. The public is hearing so many appeals from so many groups it is beginning to be confused and there is a growing rumble of impatience and doubt. Doubt that funds collected by so many agencies can be efficiently administered by organizations which seem to have so little unity. Increasing volumes of funds that might otherwise be directed toward honest, legitimate and needed efforts in behalf of the blind are being frightened away by this conflicting and confusing conglomeration of agencies. Congress wonders who speaks for the blind. Pass the legislation to please one agency and you infuriate another. The result? No action or only half action! The same problems confront some of the state legislatures. Enough of this. As Mr. Clunk says, "This is repetition."

What are the solutions as far as our organizations are concerned? We'll have to concentrate on marriages instead of divorces. At least, we ought to start "going steady". The committee had numerous suggestions which represented three main ideas:

1. Complete amalgamation of the AAIB with the AAWB, with one membership, one governing body, and sectional meetings in connection with one convention each year.

2. Close coordination of the AAWB and the AAIB through joint conventions with sectional meetings coordinated by the necessary joint planning committees. There would still be separate membership, separate officers and opportunity for carrying on individually such work as would be distinctly peculiar to either organization.

3. Just break up both organizations. Put the teachers and superintendents in the National Education Association and the workers with the National Conference of Social Work and the International Council for Exceptional Children.

The Joint Findings Committee wound up by recommending the middle of the road course outlined in section two above with some slight variations. They recommended that the work of the Findings Committee be continued another biennium. They recommended an appropriation of $1,000 from each organization to finance the continuation of the committee and development of a Joint Research Committee to tackle the twenty-six research problems that had been suggested to the Joint Findings Committee by the 375 workers and teachers who had responded to the survey carried out by the Joint Findings Committee.

Both conventions adopted the report with the possible exception of that business about the $2,000. The Joint Research Committee was appointed and did splendid work for six or seven years, later becoming the Joint Advisory Committee on Research. It enlisted the cooperation of numerous agencies toward the solution of a number of our problems. I didn't hear much more about the work of the Joint Findings Committee. I suppose the Great War II got us all busy with other things and we just never have gotten around to working at cooperation again. I know my tongue is hanging out trying to keep up with the two organizations, having to be in Philadelphia until June 30th, go home and clean off a heaped desk, and then be in Salt Lake City, Utah, by July 10. My travel fund is exhausted, too. I would like for my teachers to attend the Workers Convention, but our present arrangement rules out our taking in both, and if they must make a choice, of course, their most closely related convention is the AAIB. We had sixteen from Missouri at that convention. If we could have held our convention with you, the other fifteen would be out here enjoying this fine atmosphere and inspirational companionship now. I don't think my State Department of Education is going to let me gallivant around like this another year. Seriously, I'm getting tired of this. You probably are too, but there isn't much more of it. I'm a dues paying member and I have urged the submission of a resolution. I hope you will urge its being reported out by the Resolutions Committee and will support it on the floor. It deals with, you guessed it, a closer relationship between our organizations, but not amalgamation nor dissolution.

There are many reasons why these two fine organizations should join forces in categories of mutual interest. A number of these were treated in the report of the Joint Findings Committee. I'm going to list a few of the many just for added emphasis.

1. The Bureau for the Blind of Missouri, an adult agency, handles Vocational Rehabilitation, testing, counselling, and placement of our blind boys and girls sixteen or older. This is a common interest among school people and adult workers nation-wide and should be studied and reviewed jointly.

2. We hope all of our boys and girls will grow up to be good adult workers and contribute to the success and progress of our organizations. I'm sure we are mutually interested and have much in common in these respects.

3. School people need to know the proper attitudes about a lot of problems facing blind adults. It is essential to have the well founded opinions of blind adults who have been over the road. I am making a practice of consulting with blind adults about a number of problems at our school about which I cannot possibly have the truest and surest perspective. The morale of my graduates and older boys and girls is shaken by the moocher. Is his profession acceptable? He seems not to be too much of an outcast. He ridicules the simpleton who works all week to make less than can be mooched on the street in two days. Employers feel that the blind do not need jobs because of their pensions and what they mooch on the street. Sighted people do not know much about the honorable blind adult who works quietly and modestly day after day. They are most impressed by the crooner, the instrumentalist, or the fellow who sells the same pencil all day in three crowded blocks. This problem is serious in Missouri. We need the advice and backing of national organizations to determine and enforce proper attitudes in this regard. I do not recall our agencies taking any stands on this issue. What is the answer?

4. We are unable to set up properly equipped and professionally staffed vocational training because the small number of school enrollees who are present at any one time, making the per capita cost prohibitive. If vocations cannot be taught well, they should not be taught at all. Should the schools drop all vocational subjects, or work with adult agencies to develop regional training centers open to high school pupils, terminal pupils, and adults, on exchange bases, not only among agencies within a state, but between states. The increased numbers would make splendid training centers possible. If such a program has possibilities, it needs planning and widespread backing. We are making this type of effort in piano tuning and repairing and it seems to be meeting a need very nicely.

5. Certainly, conventions held in the same city on the same dates with some combined

general sessions would permit certain economies and encourage mutual interests, confidence, and understanding to the extent that it deserves our further combined attention.

6. Many of our common problems could be more surely whipped if we had the greater strength of numbers and the resultant organizational prestige.

7. It is time that some of our organizations step forward and set the example of fine cooperative relationship. It couldn't happen to nicer people, so why not?

This is my story. My intentions have been the best. If I have offended everyone and paved the road to perdition, it has been nice knowing you. Aurevoir.

COOPERATION IN THE REHABILITATION PROCESS AS AFFECTING HOME TEACHING

* MRS. JULIET BINDT

Home Teacher for the Blind, California State Library, Berkeley, California

Have you noticed on radio quiz programs how many women, when asked about their occupation, reply in disparaging tones: "Oh, I'm just a housewife." She does this because our mores and customs still do not give proper recognition to this group of workers, and yet, when anyone stops to think about all the skills, artistry, psychology and self-sacrifice that are required for successful homemaking, he cannot but have the highest admiration and respect for the housewife. In all honesty, he would have to go farther and realize that the housewife has a very important function in the process of living.

In the rehabilitation process, with which we are concerned today, we home teachers are in an analogous position with the housewife. Professional workers for the blind have not, for the most part, given adequate consideration to our function in the over-all program. They have failed to realize the infinite amount of knowledge and skill we must have to meet the variety of needs of our pupils—each of whom must be treated as an individual. Too often other professional workers have taken the negative stand: "There's nothing more I can do for you, but I'll turn you over to a home teacher." Such blind clients are being "dumped" in our laps so the other worker will not have to send him away empty handed. We home teachers urge a more positive approach—we want clients referred because it is recognized that we have certain contributions to make in the rehabilitation process. When a client is referred to a doctor or to a Public Assistance office, it is with the knowledge and expectation that the individual needs, and will receive, certain specific services to prepare him for fuller living. We home teachers want referrals for the same reason, and we are delighted to have this opportunity to discuss with such an important group the role the home teacher plays—if you'll let him—in the Rehabilitation process.

Since home teachers are employed by both public and private agencies with no federal coordination, as in the case of the Vocational Rehabilitation Bureau, there is a great variation in practice and standards throughout the United States and elsewhere in the world, but today we are considering goals, rather than means-to-an-end, and I hope my ten years in home teaching qualify me to express what, I believe, are generally accepted goals in home teaching.

First, let us remember that home teaching services are available to any person with a serious visual limitation. There are no residential, financial, age, sex, educational, national, religious or degree-of-vision requirements. Where one private agency serves only a particular religious sect, another agency may overlap into the same area; where a public agency might impose a degree-of-vision limitation, a private agency would not be so strict. Adequate funds and availability of qualified personnel are really the main limitations.

Schools for the Blind are not concerned with adults; Public Assistance Departments do not serve well-to-do individuals; Rehabilitation Bureaus can only assist the employable blind. But our function as home teachers is to offer service to every visually handicapped

* Visually Handicapped.

person. Most of our work is done with people past fifty, but we have something to offer to persons of all ages.

If there are no specialized services available, the home teacher can give valuable advice to the parents of pre-school blind children, and even if special teachers are handling the case, I have found that, as a blind person who lives a full and happy life, I can serve as an example to the parents who give him encouragement when thinking of their child's future. The home teacher can be of service to the school age child during summer vacavarious community groups that might take tions—by helping him select special reading material or by putting him in contact with him to Sunday School or on camping trips. Many parents do not have the initiative or skill to provide these opportunities for their children.

As for the adult who is rocking-chair-bound, placement officers, sheltered shops, recreation centers have nothing to offer him until he learns, and wants, to attend to his personal appearance and to move about unaided. It is the function of the home teacher to get such an individual out of the rocker by inspiring him with the desire to do so and to be independent, and then teaching him just how he can do it.

If the breadwinner must leave a blind relative home alone, it would bring joy to the sightless one—either man or woman—who could help with, or assume all of, the household chores, and it would certainly relieve the mind of the worker, who would be concerned as to whether "that poor soul at home" was able to get a bite to eat, or maybe had even set the house on fire. It is tragic if the breadwinner is depressed or embittered constantly because of too great a financial burden in hiring someone to stay in the home as companion. Naturally, some blind persons cannot learn complete independence, but many have not tried their wings, and the home teacher has the privilege and responsibility of encouraging them to do so. The deaf, the senile, the mentally dull—they, too, are human beings. Although they may learn slowly, their lives can be enriched by learning to be useful in the home or creating home handicraft item. With their increased happiness comes increased happiness for those who live with them, who love them and have been grieved by their empty lives. Such clients may have to be negelected, as may the non-English-speaking blind individual, if the home teaching staff is inadequate to meet all the demands.

For the well-adjusted blind, it may be that all the home teacher does is secure a white cane or talking book, tell about the reduced fare concessions for the blind on public carriers, explain some new special appliance, or call attention to a new Braille periodical, such as the magazine for blind piano tuners or radio amateurs.

These illustrations show how we have something to offer to almost every blind individual. Even if the specialized workers are well informed, and many are not, they usually do not have time to give careful detailed explanations about how to use a white cane to maximum efficiency, how to operate a Talking Book machine and borrow records, how to use the various types of longhand writing guides, how to have proper table manners or how to set the temperature gauge on a stove oven. All these things are part of the home teacher's duties, and his technical knowledge is backed up with his skill as a teacher.

Any teacher must have imagination, skill and patience, but an unusual amount is required of those teaching non-sighted pupils because it is so much easier to learn through the sense of sight. Just because one is a rapid Braille reader that does not automatically make him a wonderful teacher of Braille. Unless he has adequate time and teaching skill, the professional worker would do better for the client to request the specialized services of the home teacher for giving him detailed information about opportunities available to the blind, and for giving specific instruction even in the simplest things.

The blind person must "be sold" on the idea that he can be more independent and that it is worth the effort. His problems must be worked out on a case work basis, with the greatest fears and worries being handled first. The pupil must not just change from being dependent on a relative to being dependent on the home teacher, and there must be a warm but professional relation between pupil and teacher. All this requires application of salesmanship, psychology and social case work. The home teacher acquires these skills

through formal education and through experience and should be accepted as a trained worker, not as a "do-gooder".

I recall a pupil who had withdrawn into his shell and insisted that he was content by his radio. He was young, healthy, intelligent and personable. Almost every suggestion was met with: "Let my wife do it"; "not interested"; "too much work"; "strangers don't want to be bothered with blind guys". After a long discussion and efforts to reach him from all possible angles, it came out that as a teen age lad he had once been in a crowd of people on the street when a blind man had shuffled by. He was unshaven, his face bore an expression of doom; his clothes were soiled and wrinkled and he wandered from side to side in a pitiable manner. While he was still within ear shot some of the on-lookers commented; "That's terrible! I'll be sick from that sight all day" and "people like that shouldn't be out in public". This vivid memory had never left him, and when this man lost his sight in his late twenties, he shunned everyone, was gruff with his wife to cover up his resentment at having to depend on her, and shut his mind to the future. It was a long, slow process to get this man to realize that he didn't have to be a replica of the poor creature he had seen; that he could be socially acceptable and even admired; and that he could become the breadwinner and have his wife economically dependent upon him. Only then was he ready to talk with the placement officer, the recreation worker, the guide dog trainer. These specialized workers would not have had the time, and might not have had the patience or skills, to bring this soul out of his isolation. The home teacher did the spade work, prepared the ground, made all ready so that when the specialized workers sowed their seeds, there would be a rich harvest and a man would be brought back to a useful life.

Because the home teacher is interested in helping all visually handicapped persons, and because he has the time and skills to thoroughly investigate the case, I contend that the home teacher should make the first call in the home. There should be a thorough case history that should be forwarded to any agency to which referrals are made, so that the same routine questions will not have to be repeatedly asked and so that the specialized worker does not waste time because he is unfamiliar with the client's background. Although a person with sight can get a quick impression of the family situation, I believe the blind person who is himself well adjusted, can get a quicker acceptance by the client, which is so essential in the rehabilitation process.

I do not mean that the home teacher should pass, for example, on any individual's eligibility for blind aid, but if the person indicates financial needs, the home teacher can roughly outline the residential and property requirements of the Public Assistance Law and tell him where the welfare office is at which he can get more information and can make application for blind aid. Here, as should be stressed with all referrals, the home teacher should not assert "that office *will* grant you blind aid" any more than the home teacher should say that a certain agency would definitely donate a guide dog, or that the Rehabilitation Bureau would supply employment. The client should be told that these are the places where application should be made for special services. If the client seems definitely interested in a certain service, then the home teacher might send a referral memorandum to the proper agency, along with the main face sheet information, and a comment that a full case history was available in the home teaching office. I admit this would mean more home teachers and more secretarial help, but if you feel this plan worthwhile, you can help us expand our departments. During the last war there were not enough doctors and most had to hurry with all patients, but no one said we should not use doctors. We home teachers can be used now to a great extent in making original contacts, and we could do even more with expanded departments.

If the specialized worker goes into the home first and finds he can serve, he may get so engrossed in rendering that service that he forgets to inform the client of other opportunities. If, on the other hand, the specialized worker finds that a blind person is not eligible, his refusal is discouraging to the client, and it is time consuming for the specialized worker to get adequate information to learn of other needs. The home teacher is concerned with the over-all picture,

with bringing to the client as many opportunities, resources and skills as possible. So, I reiterate, the home teacher should be the first worker to be sent on a new case.

Perhaps something should be said about the history of home teaching for the blind to help us understand why so little recognition is given these workers today. Our group has never had a congressional Bill to launch a large, new program, such as a Vocational Rehabilitation Act of 1919 or the Social Security Act of 1935. Up until the last one hundred and fifty years, blind people were considered as liabilities and then as paupers for whom society must provide the essentials of life.

When Dr. William Moon of England invented his system of raised type by modifying the Roman alphabet, kind-hearted friends of the blind went into their homes and taught them how to use this new method of finger reading. The movement grew and more volunteers went forth, teaching both reading and handcraft. Their major qualifications for the work was a kind heart.

Finally, private agencies realized the value of these services and started hiring home teachers. Most of the original volunteers were women, as they had the leisure time and motherly inclination, so that quite naturally some of them, and other women, were first to be employed. Also, there were few funds for such a progressive service, and women seem to be able to manage on less. Consequently, home teaching, just as regular teaching, is thought of generally as a woman's field. But with improved salaries and broader outlooks, more men are being employed, and there is a definite place for them.

Now new home teaching programs are usually established in public agencies, which have come to realize that "Man does not live by bread alone." With the public agencies and better salaries came higher educational and experience requirements. Ten years ago the American Association of Workers for the Blind made a survey of our field and set up certain standards which it felt professional workers in this field should meet. Today there are 93 home teachers certified under these standards, plus 52 holders of 20-year service certificates. With changed conditions it might be well to review these standards and perhaps raise them for only highly trained workers can adequately carry out our function in the rehabilitation process.

The United States and Canada are now divided into four geographic sections, each of which has its specialized Home Teachers conference, along with the section that has long been a part of this organization. We have a professional monthly periodical, "The Home Teacher Magazine," put into Braille by the National Braille Press. Both lay and professional readers sing its praises and I've often heard it spoken of as one of the most useful tools of the professional worker for the blind. This spring the National Braille Press went further and issued a "Handicraft Supplement" to "The Home Teacher Magazine" at the request of the four home teaching conferences. Its directions will be presented in a brief technical manner to give new ideas to the craft teachers.

It is estimated that there are now less than 250 home teachers in the United States and Canada. Our salaries range from nothing to $3,900, with the average being far too low to attract large numbers into our field.

We have improved our personnel and services a great deal in the past 100 years and we now, as an over-all picture, claim the right to be considered as professional workers. We do so hope that you, who are interested in the welfare of the blind, will do what you can to improve our standards and our salaries so that qualified people will be attracted to home teaching which will enable us to serve a greater number of blind people and more adequately assume our responsibility in this wonderful process of rehabilitation.

Many people have the idea that our chief duties as home teachers are to teach handicrafts, reading Moon, reading and writing of Braille and typing. Granted we do these things, but they are primarily our excuse for ringing the doorbell. You cannot say at first meeting "I've come to adjust you to a happier way of living." But is it quite acceptable to say "May I come in and tell you of some of the free instruction I have to offer." You can't say "Stop crying; stop worrying where your next meal will come from; stop worrying about that pending eye operation; just make this rug or examine this alphabet." There has to be learning readiness for adults, just as there does for children. Fundamentally, the home teacher has three

phases to his work: first with the blind individual, second with the relative, and third with the public.

The pupil must be put at ease emotionally and must accept the home teacher. When this rapport is established, then some of the frustrations and fears must be brought to light and faced analytically and shown to be unnecessary handicaps. He must be taught to say "I can" instead of "I can't." When he is thinking positively and wanting to live and learn, then he is taught how it can be done. He is taught the importance of posture and physical appearance, the great value of independence in getting around alone, and how to feel at ease and put strangers at ease in a group. So many people do not realize how much it means to the blind person to learn a new way of doing the little everyday acts of normal living, telling time, recognizing coins, writing a letter, dialing a phone and casting his ballot on election day. The pupil needs to be encouraged to develop some hobby; handicraft, reading, bowling, active club or church membership, and after his interest is aroused, then he must be taught the skills to carry out this hobby. He actually needs to learn again how to make friends and to secure their cooperation and assistance without imposing. Then after these personal and recreational projects have been successfully undertaken, he is ready to start thinking about employment in many cases. The home teacher should not attempt to say that a given individual should be a switchboard operator, a vending stand operator, a salesman or a dairy farmer. His function is prevocational guidance; arousing interest and telling of blind persons who had succeeded in these fields.

Since a great many of the home teachers are without sight, they can explain from firsthand knowledge just how to achieve these various ends. But not all of them, nor all of the sighted home teachers, can be experienced in all fields, and then they need to put the pupil in touch with some other blind person who has succeeded in a given activity, or at least tell about him. I've found it better to choose examples from people who have absolutely no vision—then you don't have to meet the argument "But he sees better than I do". These are inspirations and challenges, not counselling. The placement officer takes over from here.

Unfortunately, there are too few conferences between placement officer and home teacher. I feel that each could give valuable impressions and factual information about their mutual client. If the home teacher knows the vocational objective, he can emphasize activities that will further the training. For example, if the Rehabilitation trainee is to do work that requires a lot of note taking, more emphasis might be put on rapid Braille reading and writing, and different Braille writers could be discussed thoroughly, plus various methods of bookkeeping and filing. On the other hand, if the trainee is to do door-to-door selling, unusual stress might be put on travelling alone. The pros and cons of white canes, guide dogs and human guides are usually discussed but should probably even be considered more carefully with such a trainee. In turn, the home teacher should report progress to the placement officer. If this first trainee cannot develop speed or accuracy in Braille and the second cannot move with any speed or sureness, even after long practice, the placement officer might wish to consider a new work objective. If personality traits develop during the home teacher's frequent visits, which he feels would be detrimental to a specific vocational goal, then he could report this. If the vocational counsellor feels that a guide dog would be helpful but the home teacher disagrees, because of information he may have, then these two workers might discuss the problem thoroughly before presenting it to their client for his decision. If the manager of the sheltered workshop notes bad personal appearance or blindisms, he might ask the home teacher to handle this problem. In other words, I'm urging that the home teacher be part of the team in the rehabilitation process, not someone called is as a last resort when everything else has been tried.

The relatives of a blind person may actually be a greater handicap to him than his loss of physical vision and hence the home teacher may have to spend a great deal of time with them. It's not that the families don't want to be kind, it's that they feel the best way to help is to do everything possible for the "poor afflicted one" instead of helping him to help himself. Or they are so afraid that if the blind person tries any-

thing in the direction of physical independence that he might hurt himself.

This spring I made my first trip to a remote part of California where I visited a 38-year-old male—I'm afraid it would be inaccurate to call him a man. He was being cared for by his 83-year-old grandmother who is not too well. This poor creature was congenitally blind and has never been given any training whatsoever. The grandmother frankly said she tries to get him to sit quietly most of the day, and in that way she can be sure he will not hurt himself. He doesn't even own any clothes as he never goes anywhere—just shuffles about the house in pajamas and robe. The grandmother literally washes him in the tub and when I asked why he didn't shave himself with his electric razor, she replied in great surprise, "Why he might throw it". From what I gathered by talking with him and with others, he is not inherently mentally subnormal, but his brain has become dull through lack of use. This grandmother would probably say she had given her life for this boy, but I say she has taken his life from him. Fortunately few cases are so extreme.

Relatives have to be taught how to help their blind family member to help himself. They must not say some task was done wonderfully or perfectly, when actually the achievement was only fair. They must not be afraid of a little bump or burn—all beginners have to learn by their mistakes, but the blind person must be encouraged to use all his talents to attain maximum independence. Also, relatives need to be assured they are right in so doing, because often neighbors can be very critical. One wife told me that if I had not kept assuring her she was correct in letting her blind husband open the garage door for her, carry in the wood, water the yard, etc., she could never have stood up against her neighbours who called her heartless and cruel. Then, too, there are often thoughtless acts done by both the blind person and the sighted relative, which offend or hurt the other. After hearing both sides, the home teacher may act as a friendly arbiter to bring harmony into the family. The adjustment is hard for the family and the home teacher needs to help. Without family cooperation any rehabilitation is difficult.

All the work of professional rehabilitation workers is wasted if the public does not understand and will not cooperate. There needs to be a constant formal and informal education of the public to help them realize that a person is still a human being, even without physical vision; that he wants social and vocational opportunities; and that he is competent and anxious to accept responsibilities. Most agencies carry on such public relations work specially slanted to their particular field. The home teacher goes a little farther in that he seeks volunteers to actually get personally acquainted with blind persons by doing various services for them, and in this way gain a genuine appreciation of, and interest in, the visually handicapped group. Volunteers are also asked to put on sales of blind-made products, which gain interested workers for the blind, and makes it possible for the handicraft workers to sell their products. These volunteers need to be educated as to how to treat the blind, for too much sympathy or discouraging initiative, can also hinder the rehabilitation. Because we have learned to locate such volunteers, we can be of help to the more specialized workers who have clients needing volunteer services. The social worker might want a client at the office and it would be necessary to find a volunteer guide to bring her. The guide dog school might feel a prospective student should do more walking to get in physical trim for his training—volunteer guide would help here. The rehabilitation officer might be short on funds that could be allocated for reading special material to one of his trainees, and would appreciate a volunteer reader. Often I have talked to organizations about the blind and afterwards had someone come up to say that maybe a blind person could work in his business. I had prepared the ground; the placement officer should carry on from here. Unless the public will give the blind a chance, there is no use training them.

I hope this discussion has proved that home teaching is much broader than crafts or reading. We are trying to give blind men and women the basic philosophy and tools for living as happy, full and useful life as possible. We help a man to make his personality and capabilities more apparent than his blindness. We would like you to refer all cases to us. Even though one of your clients may be very well adjusted and successful, he

might find we could give him some special information, and certainly, if he were willing, we would like to ask him to talk with other blind persons aspiring for achievement in his field. Again I say, it is my contention that the home teacher is an excellent person for the first interview. Besides more referrals, there should be more conferences between workers upon cases in which they are both interested—the client suffers without this cooperation.

Finally, we ask you to help us expand our programs. All of you can encourage better training facilities, can suggest our field to more young people; can help to raise our salaries so as to attract more people. Many of us need more secretarial help. Many of us need larger expense accounts so that we can hire drivers to take us throughout our large territories and carry in an auto the large amount of equipment that we need to take along. We frankly admit these limitations so that you will not now expect too much of us, but if you'll help us grow, you'll find us valuable coworkers.

Start thinking of us as team members in the rehabilitation process and remember to call upon us.

COOPERATION—AS IT AFFECTS REHABILITATION FOR THE BLIND

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A blind boy in his early twenty's came into one of the adjustment training centers as a student and after two days, he sought out the superintendent and said to him, "Mr. Hall, I like it here and I like you and all the staff and there is just one thing I want from you." The superintendent replied, "That's fine, Jimmy, but what is this one thing you want?" Jimmy answered, "All I want from you is cooperation." Mr. Hall said, "You will certainly get cooperation from all of us, Jimmy, not only because that is why we are here but also because it is essential to your best interests. However, it is also necessary for you to cooperate with the staff if you are going to learn anything at this training center. Can we have your cooperation?" Jimmy meditated a minute and then said, "Mr. Hall, may I ask you a question?" "Certainly, replied Mr. Hall, what is it?" Jimmy in a puzzled tone asked, "What is cooperation?" This boy is probably not alone in his bewilderment and if you wish to verify it just ask the various people with whom you are associated for a definition of cooperation.

The way I see it cooperation is a two-way street through which activities and interests flow constantly in both directions without interference or friction. The establishment of teamwork requires mutual understanding and confidence between all persons concerned, acceptance of each other's point of view, and recognition of the value of each person's services. It is in every sense of the word a relationship where the principle of equal rights is the dominant theme; and violation of these principles produces friction and annihilates cooperation.

Physicists agree that perpetual motion in the mechanical field is an impossibility because the original energy put into the machine is absorbed by the friction of the moving parts and the machine eventually comes to a stop. True cooperation between individuals and organizations is one of the best examples of perpetual motion because the returns to each participant are far greater than the original investment of in-put energy from any single individual. Successful people prove the truth of this principle in their public relations, personal living, and professional careers. Since organizations find their voices through individuals and express their services through the same channels, it is not difficult to understand why good results are obtained among our agencies when these principles are observed.

Keeping Sources Informed: One of the quickest ways to dry up cooperation and produce friction is to maintain secrecy regarding your activities with which the other

* Visually Handicapped.

person is concerned. I believe it was Longfellow who said, "I shot an arrow into the air, it fell to earth I knew not where." Not many of us are willing nor do we care to shoot an arrow into the air and then wait for years to find out where it landed or whether it hit a target. Most of us want information quickly concerning the results of an arrow that we shoot at a target. When we refer a specific problem to an agency that professes to solve such problems, we look forward with considerable anticipation to receiving information about the solution of the problem. Regardless of whether or not the problem is solved, we like to be kept informed about the activities of the agency or individual who is attempting to meet the situation for us. It does not very much matter about the importance of the problem or our actual responsibility in the matter, we still like to know that the other fellow did his job and that the subject in which we were, perhaps temporarily concerned has been brought to a conclusion of some kind. No one likes to be left hanging—mentally—in midair about any situation, but all too often we forget that the other person has exactly the same reactions and desires and we forget to report back to the source of referral concerning progress in the solution of the problem.

The lack of return information closes off one side of the two-way street and dries up the source of referrals as quickly as anything we can do. When an individual refers a problem to you, that person is entitled to at least one report of your activity on the case. If the solution of the problem will require an extended length of time, the individual should have an early report indicating your first activity and its results as well as an outline of your plan for continued action, and some indication as to the length of time that will be required to solve the problem. If there is a termination of services because the problem is solved, or because you cannot solve it and must refer it to some other agency or individual, or is impossible of solution then the person who referred the problem to you should be informed concerning the final disposition of the case. It makes no difference about the importance of the person who referred the problem to you originally and whether or not that person is a political or social power in the community; all sources of referral should be treated alike.

On this continent we are well aware of the fact that the messenger boy of today may be our political or social boss of tomorrow. No one is so unimportant that his good will can be sacrificed upon the altar of carelessness and indifference. Our only stock in trade—that can be called permanent capitalization—is made up of the good will of the community, the state and the nation. The essentials of good will consist of the confidence of individuals regardless of their position in the social, economic and political order. We cannot afford any action that will destroy the confidence of any person any more than we can afford to fail in reaching the objectives desired by the people we have pledged ourselves to serve. Confidence is also the end result of rendering faithful service to your neighbor and your community and of keeping the terms of every contract regardless of how much effort is required.

Rehabilitation Objective: What is the real problem in the individual's life that justifies the existence of an association or a rehabilitation agency to serve that person. That question has been asked of many workers for the blind. The answers vary considerably but usually go something like this: "Our purpose is to ameliorate the conditions of the blind", or "Our purpose is to provide the blind with the things to which they are entitled", or "We see to it that the blind get what is coming to them", or "Our job is to help the blind to help themselves." It is easy for a worker to elaborate at considerable length on any one of these statements and I believe we have all approached the problem from one of these points of view at one time or another.

Analysis of the problem, however, actually produces a little different answer and we find that the real loss sustained by an individual who becomes blind is the loss of confidence by the public in the ability of that person to function in a normal occupation. When sighed persons look upon the loss of sight in the same analytical manner as they look upon the acquisition of excess weight or the accumulation of years, they will not approach it with the complete paralysis of reason which now exists. Fear in its various forms will disappear and the

newly blinded person as well as his sighted neighbor will analyze the situation calmly and logically. If the blind person could seek and find employment for his abilities in the same manner as when he was sighted, he would not require the services of any agency. This loss of confidence and its replacement with fear dominates the blind person as well as the sighted members of the community and the elimination of fear benefits everybody because the blind person of tomorrow is our sighted neighbor of today. Establishing confidence toward blind persons in the minds of sighted persons of today will enable the blind persons of tomorrow to solve their problem with minimum difficulty. When the public has confidence in blind persons then we receive invitations from employers to place blind persons in jobs and in professions building normal annual incomes.

Every activity of an agency or an individual can be measured in terms of its effect upon the confidence of the public in blind persons. Any activity that exploits the limitations, incompetencies and helplessness of blind persons is simply perpetuating the point of view which began in the stone-age, and which unfortunately is still with us in many places. In the early days of the history of the world when survival was dependent upon physical perfection, blindness became labelled as a total disability because the person who lost his sight could not hunt food or defend himself against an enemy and the condition resulted in early death. Today neither the survival of the individual, his integrity nor his self-respect is dependent upon physical perfection. One person trades services with another and as a result the various types of physical impairment neither shortens life nor reduces neighborly cooperation as in the stone-age period; but we still use stone-age terminology. Any activity or philosophy that perpetuates the stone-age point of view should be eliminated; any activity which properly emphasizes the skills of individuals and proves that the loss of sight is not a total disability should be continued.

Rehabilitation of the blind person is in large measure primarily a matter of rehabilitating, or educating public opinion. The negative attitude of the sighted public is the result of the education by the street mendicant and the emotional pressures exerted to unnecessarily subsidize industry and commercial business when emphasis is placed on the inadequate skills of the poor, helpless blind person. In similar fashion the rehabilitation of public opinion requires demonstration and even greater publicity of successful individuals in normal occupations, and the wide advertising of these successes. It is easier for the average sighted person to believe in the incompetency and helplessness of blind persons than it is to believe in their ability to function in a normal occupation. This negative conviction is traditional and is fixed in the person's mind by experiences of his own when temporarily closed in by dense fog, or at night in his own home when there is a short circuit in the electric lighting system.

All of us have been asked the question, "what can a blind person do?", and we are inclined to expond at considerable length in answering this question. Actually the answer is a very short simple second question "what will you let the blind person do?" Rehabilitation of blind persons does not consist of the creation of new specialized jobs designed to fit their alleged peculiar limitations. There are more established jobs in every community which do not require sight than there are competent blind persons to fill them. However, the persons controlling these jobs must be educated in every possible way, directly and indirectly, to look upon blindness simply as a change in physical condition and not as a calamity which must be approached only under extreme emotional pressure.

Publicity: Some people might call this phase of our activity education of the public but a rose by any other name smells just as sweet and has just as many thorns. Too many of our professional staff members work in air-tight compartments and seem to think they should hide the light of their work under a bushel. When we restrict our contacts with the community to those occasions which are concerned only with an individual problem or when we are in immediate need of cooperation, we always find it difficult to secure the necessary assistance. The slogan of one very successful manufacturer applies equally well to our work; "eternal vigilance is the price of continuing success." Most people will accept an idea or a philosophy about a strange subject much more easily when they are not under pressure to buy that

idea. The members of a business or professional club will have open minds to a positive philosophy concerning blind persons if they are not requested to contribute immediately either money or services to an activity.

A labor union group will accept information about blind workers in their industries with comparative ease but may have more resistance to the acceptance of the idea if they are informed that the objective of the presentation is to secure their immediate acceptance of blind workers. The members of a Sunday School class and the students in grade, high schools and colleges have open minds to social philosophies provided the material is given them on an entertaining, informational basis. Articles published in newspapers and magazines, and various types of radio programs all contribute to the building of cooperation within a community when the materials are presented in an interesting and informative manner. We might call this type of publicity an infiltration of ideas into the minds of our sighted neighbors.

The planned, systematic distribution of social philosophy within the community paves the highway of cooperation and enables the organization to travel smoothly and easily toward the objectives which must be achieved for each blind person in that community. Sometimes we approach the subject of publicity as though it were a disgrace to even entertain the word. Perhaps some of us are afraid to call attention to our existence for one reason or another. If that is the case, then certainly it is time for a housecleaning. Perhaps one reason is that in recent years the term propaganda has come into ill repute and some persons thoughtlessly believe that propaganda and publicity are synonymous.

The name of the agency for the blind and the activities of successful blind persons should be as well known in every household as is the trade name of the most popular commodity used in the community. When we have so influenced the people in a community by our publicity that any reputable program receives support with minimum specialized campaign effort, then we are doing a reasonably good job of education. When the members of a city council approve a city ordnance without much debate, or the Community Chest organization and the State legislature asks only the question, "are you sure this is enough money for your purposes?", and when the members of these various groups are able to say, "you don't have to tell me about that activity, I already know about it and am in favor of it" then we know that our publicity, or if you prefer our education, of the public is reasonably sound.

Publicity is something which cannot be administered only in concentrated doses during a "week for the handicapped", or a "week for the blind", or just prior to a community chest drive, or the meeting of the appropriation committee of the state legislature. It produces the best results when carried on day-to-day the year 'round. The entire community is being educated along negative lines every minute that the mendicant is on the streets, and our publicity must be a steady positive presentation to the community, state, and the nation if we are to neutralize the bad effects and maintain the cooperation of our neighbors on a teamwork basis.

Agency Functions:

1. *Public:* During the past few years the tax supported or public agencies have expanded to a considerable extent and some unnecessary friction has developed among public agencies and also among public and private agencies. An inadequately financed organization may indicate jealousy toward a comparatively well financed organization, and some public agencies may attempt to monopolize the service field in order to justify increasing appropriations. There are some very definite functions which naturally fall into the scope of the public agency where services can be rendered with maximum benefit to blind persons. In general these services might be called the educational and social services. Among them are: 1) maintaining a current register of all blind persons, 2) ascertaining their needs and developing methods of meeting those needs directly and through all resources within the state, 3) operating schools, 4) financing services for prevention of blindness and restoration of sight, and 5) promoting favorable public attitude toward blind persons.

Rehabilitation services fall within the overall educational field of activities. In general these services do not have to be rendered on an emergency basis and do not require the

flexibility of commercial and industrial business. Some of the friction among the agencies seems to derive from a lack of understanding of the functions of the rehabilitation agency. The present rehabilitation law is not a public health measure, a public assistance program, an occupational therapy or recreation program, nor an employer of clients' skills. The public rehabilitation agency for the blind is a guidance service. It is a purchaser of the services required by an individual to neutralize the impact of blindness on the life of the individual in order to enable him to become an active contributing member of the community. The rehabilitation counselor secures his primary information about employable blind persons from all sources in the community. The counselor buys a physical examination, a specialist examination, the necessary medical and surgical services, and the prosthetic devices that will eliminate, reduce, or stabilize the impairment of the blind person. He also buys psychological tests and any other diagnostic services that will aid both the client and the counselor in mapping out the highway over which the employable client will travel in returning to his normal way of life. The counselor conducts an educational campaign by calling upon employers and buyers of skills in his community and securing the cooperation of these persons in purchasing the skills of his client. He also buys the training and when necessary the tools that the client requires to qualify for and to function in the agreed upon occupation.

The rehabilitation agency as such does not operate a hospital, a psychiatric clinic, an adjustment and vocational training service, and does not employ the blind person in any business industry, or profession. The relationship of the rehabilitation counselor to the other public and private agencies is in the establishment of cooperation. There are many variations of opinion concerning the concept of rehabilitation counseling, and elaborate descriptions of the functions of the counselor. For the purposes of establishing and maintaining cooperation with other public and private agencies in the community, we might consider the rehabilitation counselor as a sales engineer of the skills of his clients and as a traffic director between the community resources and the blind.

The availability of public funds to the rehabilitation agency for case services enables the counselor to play the role of banker for the client in purchasing services for which funds are required and which the client is eligible to receive. The rehabilitation agency cannot make the required services available to the client unless the community has well organized and well operated private businesses and social services in many fields. In general the functions which are best performed by the rehabilitation agency under present day conditions seem to be those that can be rendered on a consultative, guidance, diagnostic and coordinating basis in which the agency serves as a source of information, inspiration and funds for the procurement of the personal day-to-day services required by the client.

Most public agency administrators are informed by administration lawyers that they can only do the things that are specifically indicated in the authorizing legislation and all government units find it necessary to establish very rigid controls in the expenditure of public funds. One of the unfortunate results of this interpretation is the belief that regulations for the control of public funds are synonymous with the case service needs of the individual.

2. *Private:* The private social service agencies in a community have a distinct advantage over the public agencies in that they are not restricted in their procedures, policies and operating methods by laws that cannot possibly meet every conceivable need. The Board of Directors of the private agency can be kept informed at all times of the community needs and can adjust their policies and financial procedures concurrently with changing conditions. The only restriction on the private agency's financial policy is that of conforming to proven, good business principles and keeping inviolate its trusteeship to the community.

Private agencies can and must provide the actual daily case services required for the rehabilitation of blind persons. This may include everything from basic morale building to the actual employment of the individual and the maintenance of proper public opinion and attitude toward blind persons. The private agency for the blind can operate commercial and industrial businesses in full

competition with sighted commercial businesses in similar fields. They can give the individual occupational and recreational therapy and other services, which build the morale of blind persons, without fear of incurring criticism of government auditors or legislators who have no time to analyze, study, or become familiar with the long rangs results of a program.

One of the major roles of the private agency is that of pioneering an activity and validating the need and the methods required to secure satisfactory results. When a particular service is of such character that it can be provided more adequately and completely through the use of public funds, then the private agency should relinquish that activity to the public agency and should help the public agency in securing the authority and the funds for that purpose. The private agency can then use the funds thus released to pioneer another service and in this way eventually the entire field is covered by the cooperative non-competitive services of both agencies. The private agency usually has the basic job of developing public opinion whereas the public agency usually follows public opinion and does not blaze a trail. Both types of organization are essential to each other and are necessary to achieve the total results.

Maximum Use of Public Funds: Competition between public and private agencies for the blind in providing identical services is disastrous to the blind individual. There is: 1) confusion in the public mind as to where responsibility rests, 2) inadequate financial support by state legislatures and the contributing public to both types of agencies because each expects the other to supply the need, 3) competition between staff members for the opportunity to provide a specific service to the client, and 4) limitation in the variety of services because both agencies concentrate on the competitive aspect rather than on the needs of the clients, and no attention is given to the continuing analysis of service requirements.

It is time that agreement was reached as to the types of service that can best be provided through public funds, and private agencies should assist public agencies to secure adequate funds and authority to provide the services agreed upon. This will make maximum use of public funds and facilities and there will still be ample need for all the private funds and services that can be secured. For example, if we agree that the public agency should maintain a continuing registration or census of blind persons, provide funds for rehabilitation services and provide recorded and raised type literature, as well as financial aid to unemployable blind individuals; then we should help the public agency do these things in as complete a manner as possible and private agency funds should not be used to duplicate these functions of the public agency.

No Service or Agency is Isolated: Many administrators of public and private agencies approach their daily jobs as though they were working on an island with no possible contact with any other place on earth. Our various agencies can no more work on this basis than an individual can live as a self-sufficient "Robinson Crusoe" in a community. Just as individuals are interdependent upon one another in the exchange of services; agencies are also interdependent on each other in order that any one of them can fulfill its moral and legal responsibility in the community. The rehabilitation counselor can be the most expert person in his field and yet his results will be nil if he cannot secure and hold the confidence, good will and positive cooperation of other agencies in his community. The agencies which operate workshops, conduct recreation and other morale building services cannot possibly raise enough funds from contributions within their areas to meet the total service needs, and public resources are essential to their existence. Other private agencies organized for specific purposes are also essential to their existence and to the solution of community problems.

The rehabilitation of blind persons is not a package of services that can be separated from all the other life in the community, but it has an intimate relationship to the program of every agency and of every individual. If we agree that the end result must be the absorption of the individual into the life of the community; that loss of sight is only a change in physical characteristics; and that we wish to reduce its importance in the individual's life, then all the resources of the community are necessary to secure the objec-

tive. It has often been said that man cannot live alone. It is equally true that no one agency, public or private, can survive and meet its assumed community obligations without cooperation and good teamwork with all other individuals and agencies.

Use of other agencies:

1. *Employment Service:* This agency has contact with employers all over the country and the public is constantly being urged to register its labor requirements with this agency. Although the various local offices cannot afford to have specialists in work for the blind in each office, yet the director and the staff members are always glad to inform the agency for the blind staff about current employment possibilities in every field.

If we know that a certain manufacturer of metal goods, for instance, has a labor shortage in the foundry or in the welding department where the jobs are not suitable for blind persons, the information provides us with an excellent opportunity to call upon the management of that factory and suggest the promotion of a sighted worker to one of these jobs, when such a transfer will make a job available that is suitable for a blind person as a machine operator, assembly-man, or packer. In similar fashion a laundry may indicate a shortage of inspectors and the transfer of a sighted worker from mangle operation or shake-out process may be effected to provide employment for a blind person. Jobs can also be developed in offices where the employer has clerical jobs that can be performed without sight and he can be interested in promoting a dictaphone-typist, switchboard operator, or a receptionist; thus making an opening for a qualified blind person.

2. *Good Will and Salvation Army:* These agencies provide many opportunities for the development of good work habits and also provide basic training for industrial employment. Regardless of whether or not the blind person is finally employed in a furniture factory, in shoe repairing, in sewing machine operation in a textile processing plant; all the various processes incident to the salvaging of cast-off materials in these agencies provide opportunity for basic training of prospective blind industrial workers. The sales rooms of these agencies provide opportunity for training blind persons in meeting the public even though the blind person may not run a store and may eventually become an insurance agent or a house-to-house salesman.

3. *Workshops:* There are approximately 110 workshops for the blind in the United States in addition to the various other types of sheltered shops for the cardiac, the amputee and tubercular individual. The rehabilitation agent cannot afford to overlook either the training or the permanent employment possibilities of these facilities.

4. *Service Clubs:* Every service club, regardless of the type of membership has community interest programs and is always ready to give consideration to any practical activity that will enhance its prestige and interest its members. These clubs are always ready to appoint committees that will work intelligently, constructively and in a positive manner with the rehabilitation counselor in the solution of specific problems for individuals and in the continued education of the public to assure constant cooperation. These clubs, which include those for women and those for men, provide a bottomless reservoir of local community cooperation. Any rehabilitation counselor can increase his strength and his results many-fold by the aggressive use of all the service clubs in his area. In similar manner labor unions, fraternal organizations, church societies, women's social clubs, farmers' organizations, etc., all provide resources that are valuable to the rehabilitation counselor.

To secure cooperation from all these agencies and organizations simply requires that the rehabilitation counselor be honest, sincere and frank in all his dealings with them. He must keep them informed of interesting activities in the problems they have assumed and always give them full credit for their participation.

Competition for Credit: A visitor to one agency for the blind that has a world-wide reputation for achievement commented as follows to a friend: "The thing that startled and impressed me most in that organization was the fact that every staff member praised the work of all the other staff members but said nothing about his own job." That basic principle accounts for much of the interdepartmental teamwork and coordination that has resulted in a world-wide reputation

for the organization. One member of the staff stated that during his ten years of service he had never once heard one staff member criticize another member of the staff. If this same spirit and philosophy could be injected and maintained between the agencies in every one of our States, perhaps many of our difficulties would vanish.

We have too much competition for credit between organizations and between workers within the same agency. We seem to be dominated or obsessed by the idea that our work is not good enough to speak for itself and we must throw a spotlight upon every little deed for fear someone will not recognize our importance in the organization or in the community. We must talk in large numbers; the word millions means more than thousands and the word thousands is much more important than hundreds. We have developed a philosophy that says in effect that an agency will survive only to the extent that it can advertise its activities and publicize its results in greater numbers.

In the field of rehabilitation the counselor takes credit for rendering certain services and finding a job for the individual. He hesitates to call upon another public or private agency for cooperation because that organization may try to steal some of his credit for the final result. If another agency is called upon then it broadcasts its participation and disparages the work of the counselor and points with scorn to his activities saying, "if it weren't for us the person wouldn't have the job." We sometimes forget the fact that there is more than enough credit to go around if each organization and each worker functions in an objective manner and does that part of the job for which he is best fitted.

Competition for credit usually works to the disadvantage of the people we are supposed to serve. It is very much like a ball that is hit into the air and two or three players make a dash for it, there is a head-on-collision, the players are knocked out; the ball falls to the ground and the team loses the game. Competition for credit in a community eventually results in the blind person losing the game because the public withholds adequate support from all the organizations and waits until the atmosphere clears and there is some indication as to which organization should be supported. It is axiomatic with both state and federal legislatures that, "we will withhold support on this program for the blind until these people get together and agree as to what they actually want and need." We have been paying this price for the last fifty years.

Isn't it about time that we developed a more mature point of view and become harmonious members of a community family in order that the innocent victims of our competition shall be adequately rehabilitated.

BETTER COOPERATION IN THE REHABILITATION PROCESS AS IT AFFECTS THE WORKSHOPS

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The title, Better Cooperation in the Rehabilitation Process as it Affects the Work-Shops, sounds a fine note of confidence. It assumes we *have* cooperation and all we need is to improve upon it. How comforting it would be if that were wholly true!

It would be hard to imagine a service wherein cooperation in the larger sense is more essential and perhaps less consciously practiced than in the field of rehabilitation as it relates to the shops. It would be foolish too to dwell upon the importance of cooperation without drawing in the consequent factors of coordination and integration.

It is not enough to operate jointly, but a common approach and unity of action is needed *if* we are to use effectively the *many* skills and services required to round out a sound program.

An intelligent acceptance of the place which the shop fills in the Rehabilitation Process and an understanding of the component parts of such a service cannot help but point up the obvious need of these three elements.

It is also important to recognize that co-

operation, coordination and integration cannot apply to *one* area of operation. They should and must be actively spread to include the community, affiliated agencies, both public and private. Business, labor, interagency programing, staff and client must be considered in successful over-all planning.

In the *work shop* phase of rehabilitation, the skills of various professional and technical workers must be focused upon the problem. Doctor, nurse, social worker, counselor, occupational therapist, recreational worker, shop manager, supervisor, merchandiser and salesman are all important cogs in the ultimate rehabilitation of the client. Lack of a common approach and unity of action amongst them may seriously impede, if not wholly negate the service which the shop has to offer.

The shop alone cannot be expected to adjust the blind man to discouragement, bitterness or whatever his particular problem may be. If necessary he must *first* receive competent professional help and guidance, before the shop may undertake to play an effective role in his rehabilitation.

What IS the role of the sheltered shop as we see it today? In brief, it is that part of the over-all rehabilitation process which offers the handicapped person an opportunity to achieve one of the prime needs of mankind, useful employment.

Mankind, however, does not come packaged nor by the yard but by the piece. This is as true of the blind population as the seeing. It is these vastly differing and individual "pieces" whom we must be prepared to serve in the work shop program.

The sheltered shop to which these very different individuals may be referred, should be regarded as a Rehabilitation or Training Center. In fact the suggestion has been made that the old title, Sheltered Shop, be dropped, substituting Rehabilitation Center in its place. This idea would seem to have merit though the name by which we choose to call our rose is not as important as the fact that the blind man shall be able to seek and find, within its walls or services, a high degree of coordinated medical, professional and technical teaching and training service. It is the sum total of these combined elements of rehabilitation which offer him the opportunity to develop his personal skills to the maximum of his own capabilities.

In a sound workshop program there should be provision for the sub-standard worker as well as the potentially employable. Each should be able to find satisfaction in the area of his competence whether it be Occupational Therapy, Work Therapy or Industrial Employment.

Occupational Therapy is, as you know, therapy or cure through occupation. Cure to be considered in direct relationship to medical care. It has *no* relation to productivity or earnings.

Work Therapy as its name implies is work activity planned for remedial and vocational value. It is intended as a first step toward fitting the client for employment.

Industrial employment is the advanced function of the work shop. Here under conditions reasonably comparable to normal industry the blind worker, fully adjusted and vocationally trained, is offered an opportunity to perfect his skills to the point of outside placement.

It is costly to maintain all three of these services. If funds do not permit then the agency must choose with care the type of sheltered employment best geared to meet the needs of the community. This is a challenge to our yard stick, cooperation, coordination and integration. A scrambling together of these very different groups *without* proper identification will destroy the recognized value of all three.

There are approximately five hundred so-called sheltered shops over the country, 100 of which are concerned with work for the blind.

Many of these shops for the blind have been in existence over a period of years. Many represent the best in modern methods of rehabilitation. In the aggregate, however, there still remains a serious absence of commonly accepted and applied definitions or accurate descriptions of services. There is a wide diversity of types and qualities of service and few, if any, standards have been universally agreed upon.

Too often shops have mushroomed through the promotion of well meaning but perhaps not wholly informed groups. Considered thought has not been given to community needs nor to proper programing. Existing services may have been overlooked or by-

passed. Perhaps a program which has proved successful elsewhere has been imported and superimposed, without due regard to the local situation. The end result is a jumble of duplicated services from which the blind man must choose.

Choose is a poor word. Lack of purpose in such organizing may completely block the blind man from the occupation of his choice or an opportunity to prepare for it. Instead, he must accept the limited pattern set by the agency or remain idle.

We have touched briefly and with considerable simplification upon the need for a common approach and understanding of the *philosophy* and *professional* elements of the workshop program. Over simplification has been necessary for time does not permit the enormous detail involved in a complete discussion of the subject assigned to me.

We must move on to the proof of our pudding, the results of the specialized services we have been considering, which should lead us to concrete work opportunity for our blind client in the shop setting.

Now, it is essential to think in terms of work performance, a high standard of workmanship and last but not least the sale of finished merchandise. Without sales a very vital part of incentive and effort is lost.

The rehabilitation process as it applies in the actual workshop picture is perhaps a little simpler to see. Joint operation and unity of action becomes a practical rather than a theoretical procedure.

There must be close cooperation and balance of action between the acceptance and understanding of the client by doctor, case worker and counselor and that same acceptance and understanding translated into the scope of the shop manager and supervisor. It is the responsibility of the shop manager and supervisor, to gradually and without anxiety to the client, impose upon him and his work performance certain positive disciplines and demands so that he may eventually be prepared to take his place successfully in either productive sheltered employment or competitive industry.

Too much emphasis cannot be placed upon the need for careful team work between the professional and technically trained staff in this process of developing a well-adjusted capable worker. It is the ultimate of the rehabilitation process in the shop picture.

We seem to lose sight at times of the great disservice we do our blind client by offering him something less than the best of work methods and failing to hold him to a high level of work performance, workmanship and productivity.

The workshop is a prime medium for public education and we are a bit ostrich-like if we fail to recognize its relation to the community at large.

We, who maintain shops as part of our service, should be seriously concerned with the fact that a poor standard of workmanship and work performance promoted by undirected and slip-shod programs keeps the industrial buyer ever distrustful of blind made merchandise. Far reaching too is the effect upon the potential employer who observing this very unfortunate presentation of the blind man and his work will look with grave doubt upon his employability.

In closing we are agreed that the sheltered shop though only a part of the rehabilitation process is a very vital and tangible part of the total program for the blind.

We are agreed too, that a successful shop must be the result of intelligent and tolerant cooperation, coordination and integration of community, staff, and client; each playing their part in the best of modern rehabilitation methods.

Someone has asked:

"Is kindness more needed than independent men and women?"

Or again:

"Which is more precious, a sure dependence or adventure?"

Let us offer the blind man, who comes to us for help, the greatest possible service within our professional and financial structure so that *he* may be fully and competently equipped to answer these questions for himself.

THE CARE OF THE AGED BLIND IN THE UNITED STATES

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The lengthening of the life span through new advances in medicine has given us a generation of the aged who continue into the 70's and 80's but has posed problems beyond our present powers to solve. The young and the middle-aged are burdened with an unproductive and dependent, a helpless and bewildered segment of society for whom funds are insufficient to provide adequate care and services and facilities are not developed to relieve the tedium and prevent the crushing sense of being unwelcome guests in the family of the community. Once we had elderly parents and grandparents to care for; now we have in addition great-grand-parents. The economy of the nation is not geared to the load and the knowledge and equipment of the social and welfare agencies are not equal to the task. It is another case where science has out-stripped the human element and left us confronted with a situation of atomic energy that could destroy us before we are prepared to turn it to humanitarian use.

There is a new term among doctors, "gereatrics", which means the study of the ailments of the aged. We have not yet found a comparable term for us to use who work to alleviate the social and recreational and psychological troubles of the older people. There is no such thing as an integrated program for the blind who are elderly beyond the former life span in so far as their blindness is a determining condition. We provide as a matter of duty for the young blind and the middle-aged, employable and rehabilitable blind but for those who have outlived the allotted time, we have little more to offer than what one prominent worker called "mere glorified visitation."

Our responsibility to the aged is still undefined. In my correspondence with authorities over the country before writing this paper, I find the widest diversity of opinion and program. I find, also, a startling lack of information and deplorable lack of plan.

Miss Evelyn C. McKay says: "There are blind people who grow old and old people who grow blind." Each category presents its own difficulties. Those who are accustomed to blindness through long years of living with it find themselves decrepit and out of tune with the times now that they linger on in a world that has passed them by. Those who have had sight through many decades and then find themselves groping in resounding caverns of blackness at an age when they are least able to understand it and accept it have not the escape of death which, a generation ago, would have removed them from our rolls.

Medical care has prolonged the functional period of the vital organs but has not accomplished so much with the sensory activities. As a result, people in civilized countries have strong hearts, good digestive systems, and active muscles into the upper decades but do not have the hearing, the nervous control, or the sight to get the most out of these grosser body performances. The machine runs, a little haltingly perhaps, but cannot guide itself or maneuvre safely and successfully in modern traffic. Until the scientist can give to human beings a total body that will carry all the powers of youth and middle-age on into the 80's and 90's, provide a sort of "Wonderful One-Horse-Shay" constitution, we who look after the needs of the elderly must take counsel with ourselves and devise ways and means to extend our services adequately and as a matter of justice to the neglected other half of the blind population.

The weight of the load is still unknown. Dr. Ralph G. Hurlin in his report on the subject of age distribution among the blind, estimates that there are 230,000 blind in the United States from fifteen years on and that it is probable that 110,000 of these are over sixty-five. In Utah, which may be taken as a sample but not conclusive, there are registered out of a total population of 600,000, 1250 blind persons from eighteen years of

* Visually Handicapped.

age on. The distribution is as follows: From 20—29, men 20; women 30; 30—39, men 35; women 25; 40—49, men 150; women 110; 50—59, men 91; women 30; 60—69, men 145; women 185; 70—79, men 120; women 165; 80—89, men 55; women 70; 90—99, men 5; women 5. Total, men 621; women 620.

The mean age of this entire group is 64.9: for purposes of discussion, 65. That indicates that the load of the blind balances itself so far as age is concerned, at 65; so far as employment, rehabilitation, active recreation, pre-vocational training and all the ambulatory services go, the pivotal age would be much lower.

Of this total number, 8 men and 4 women are in the mental hospital; 4 men and 4 women are in the school for the feeble-minded; 10 men and 9 women are in the county infirmaries; 25 men and 45 women are in boarding or nursing homes.

It may be assumed that this Utah pattern will fit more or less snugly into the statistics of all the states, especially those of similar health conditions, racial grouping, and economy.

It should be noted that the decade prior to the 65 apex, although containing an equal number of blind people are approximately 50 years in span but the upper period is only about 30. In other words, the very old are intensively concentrated in a shortened space of time. There is a wide diversity of interests, capabilities, opportunities, physical fitness, learning speed and motivation in this younger section and a stimulating challenge and quick result for the teacher, trainer, or social worker. With the aged, however, interests are narrowed, health considerations are more acute, learning processes are retarded, motivation is restricted to slender limits, the natural inertia of declining years has set in, and, for the most part, life has been lived already and there is little future but quiet ease, security, and—

"They sink to the grave with unperceived decay,
While resignation gently slopes the way."

Another thought that must give us pause is that the rolls of these elderly blind change rapidly. The turnover in the roster is great. The obituaries record daily the names of these old people and almost daily the roster of the agency acquires new names to take their place. Even if the student or client were capable, physically, mentally, or spiritually to undertake a long-range program of instruction, readjustment or re-education, ill health, senility, or even death itself might intervene to cut short the service and set the objective at naught.

Too often, then, the worker is playing with a double-edged sword. She has to concern herself with those who often would have none of her; and, if she is successful in stirring them to effort, she may call one day to find that fate has taken over and that she no longer has a problem. It would seem, then, that her job should be intensive in time and plan. The immediate need is her cue. The narrow boundaries of necessary and helpful aid are her constricting limitations.

What, then, is to be done for the elderly? What is being done for them in the United States? There are those who assert frankly that the aged blind are of little concern to service agencies for the blind. One young man in a training course for workers for the blind, after a long series of lectures on what to do for the fit and alert in their vigorous years, put his conclusions cruedly but dramatically. When someone asked what about the blind who could not work or contribute economically to society, he said: "What I get out of this course is that all the equipment you need for the old folks is a shot-gun." More delicately stated, the correspondence I have had for this paper in some instances admits that there is really little to do for them and that they are the worry of the welfare organizations and not of the workers for the blind. In other words, they are old and infirm first and blind merely incidentally. Blindness is just a minor ailment among the complications of disabilities that are old age.

Perhaps the mere fact of blindness does not give us entré into the homes of these people but, where are we to draw the line? Perhaps the mere fact of blindness does not justify our busying ourselves with the life and affairs of any human being.

As a matter of fact, some well-known social workers are on record to the effect that services for the blind of any age as a segregated group are not justified in practice or social philosophy. They state that the movement

for the care of the blind as a separate segment of society is artificial and has grown out of the aggressive drive of organizations for the blind. They believe in an integrated program that lumps all the needy and all the maladjusted into one grand mass with a crutch here, an artificial limb there, and a braille book somewhere else, with everyone going to the same school under the same teacher. This point of view asserts that service for the blind is actually a disservice since it tends to set up a segregated class and make both the blind and the public unduly aware of a class that really has little in common with itself but lack of sight.

There is diversity among our people, as much diversity as there is in society itself, but there is enough uniformity to call for specialized treatment and it is that common ground which we must find and resolve. This paper should not go into the fine points of the matter but content itself with saying that work for the blind is an established service, devised and purposed by expert workers to meet a recognized and actual need. The opponents of the work aver that it has created the false notion that blindness is separate and apart from all other disabilities and that blind people require a special dispensation all their own. They say that we have accentuated blindness to the degree that both the public and the blind are too acutely conscious of the differentiation. The fact is that blindness, through the ages, has been regarded as the symbol and sign of all that is direful and it is a major function of the program to combat and conquer this attitude in the mind of the public, but more especially in the defeated minds of those who suffer from blindness and its frightful historic implications.

Yes, there is more reason for a differentiated service for the blind and I believe that this reasoning continues on with equal strength into the upper brackets of age. Blindness is blindness. In a baby or in an octogenarian, it is a condition added to all other conditions which affects them all basically and channels all living into one stream of existence and endeavor.

What, then of the aged blind? What to do for them under organized auspices? Although Social Security has its shortcomings, it, under proper direction, could be used to strengthen character and morale as well as feed and clothe the body. It is, in its halting way, answering a creature need. My correspondence through the country could give me little help in a statistical or philosophical way as to the impact of relief grants upon the aged blind. So many about 65 are receiving Old Age Assistance instead of Aid to the Needy Blind that there is no point in trying to prove anything. In this connection, it might be considered whether we should not try to place all blind under the one category for the sake of statistics as well as social service to the group. In Utah, where a lien law is in effect for the OAA recipients, the blind are encouraged by case workers and the Commission to register or transfer to Aid to the Needy Blind. It also gives us a speedier and more certain contact with new recipients who are referred by the department or are discovered through scanning the relief rolls. Social Security is a vital problem to us all but, where it touches the aged, all my authorities agree that, under the present regime, its social force is pretty small and quite indefinite.

What, then, is there for us to do? Most of the letters and reports I have had, stress living conditions. Homes for the homeless and refuge for the unhappily housed seems to run through all the writings of all thoughtful workers who have studied the conditions of the aged. In general, the thinking follows two patterns: Where blind aged persons must be domiciled outside their natural habitat of family, they should be housed with other aged of all conditions in ordinary boarding or nursing establishments or they should be placed in homes for the blind, spelled in capital letters.

The report of the Massachusetts Council of Organizations for the Blind Committee to study the need of homes for the aged blind, is worthy of note. I quote a few passages:

There are three possibilities: 1: A general home for all. 2: A nursing home for those needing nursing care. 3: A boarding home for the aged.

"A general home would mean mixing active younger persons with the sedentary aged. * * * The sick, bedridden, with those in good health. This type of institution connotes surrender and the inability to make one's way in a seeing world.

"Relative to the nursing home, the numbers of persons who desire and need a nursing home are very small, strongly indicating that there is little need in this area.

"Relative to those in nursing homes who did not need nursing care, we find that the people in this category were so few that we can say that this general condition does not exist.

"The Committee is of the opinion that a home for the aged blind should not be established. A certain need though relatively small in numbers does still exist and should be met and that some other means should be provided to meet it. In providing shelter for aged persons, it should be taken into consideration that most of them prefer to stay in the general area of their original residence. * * * While some might not mind it, many might deeply regret any attempt to root them out of their environment and move them away from their family ties and life-long friends."

I regret that time does not permit me to give more of this report but I advise that you obtain a copy and study it.

I understand that there is an organized movement to establish homes on Long Island for the blind through the Brooklyn Industrial Home for the Blind, but that it has not progressed far enough at present to form a pattern which this paper might pass on to the convention. It should be followed with great interest, however, since it begins under good auspices and will have the intelligent and experienced leadership of the men who have developed the Gates Street enterprise so magnificently.

For the most part, the states have not taken kindly to the idea of segregated homes for the blind. There is little in the responses to my numerous letters to indicate that the plan of the institutional care of the blind of any age under one roof has met with much acceptance. I should say that our training centers of any type whatsoever have gone as far in the general policy as any but here the practical phase of housing the blind people together for short periods of intensive instruction cannot be regarded as domiciliation and, then, too, they are mostly for the younger, trainable blind.

Homes for the blind are apparently not an American tradition. We don't like to be regimented. We like being "rugged individualists" no matter how "rugged" things may get at times.

The emphasis for the elderly cannot always be on the physical or material. Too many of them are cared for in loving surroundings. There are areas in which we can enrich the lives of these people but it requires a new approach and a studied revision of techniques.

Dr. Wilma Donahue of the University of Michigan wrote me: "It would be my opinion that the older blind are securing the same neglect as other older people and that their needs are about the same except, perhaps, somewhat exaggerated. It is our contention that one of the first responsibilities of society is to provide come kind of worthwhile activity opportunities for older people and our work has in part been directed along these lines."

In similar vein, Miss Evelyn C. McKay, in a paper for the superintendents of boarding homes, for a certain group in Greater New York, says, to pick a sentence here and there: "The blind person who has become old has already accustomed himself to his loss of sight. His only adjustment is to the problem of growing old. The old person who has become blind, is faced with the problem of doing things in different ways and developing different skills. Our criterion for both groups is 'what did this person enjoy before he lost his sight? What did this person enjoy before he became old?'"

Miss Catherine Drew wrote me: "It is my opinion that the care for the aged blind might well be included in any phase of work for the aged * * * provided that he has had the specialized individualized help from an agency for the blind. * * * The more individual the approach, the nearer will be the solution to the problems of old age and blindness."

The keynote of all that I have read and thought for this paper is this individual approach. There is no large-scale agency policy on the material things like shelter, relief, organized training, institutionalizing that can be stated as a rule-of-thumb to solve a general and universal group problem. It is rather for us to *find* the old blind person and then *find* his need.

This "need" is usually one that can be cared for by a home teacher or, in an acute

case, by a social worker. These professional people should be well trained enough to fall back upon whatever resources are indicated. If it is group recreation, health measures, family adjustment, self-expression in one of a dozen different forms, the talking book, braille, or what not, she should be resourceful enough to study the need and provide the solution. That she is not so equipped is likely due to the fact that she is not so well trained in the new techniques of serving the aged blind as she is in looking after the younger ones. It seems to me that there is a large and challenging work for all of us in the coming years—to learn more about the aged and their capacity for learning and their power for enjoying life. Here is a field for exploration. It is simple justice to the elderly to minimize their blindness so that it may not be an affliction too great for a bowed back and tottering limbs to carry.

There is one final resource which is most inspiring. Miss Flora Fox, in her paper before the Social Work conference at Atlantic City in April, has this to say: "Last but not least among the community resources are the churches of all denominations. It has been noted in all faiths as people grow older they turn or return to their religion for spiritual comfort."

Have we not all had the experience of seeing those in the evening of life, whose skies are forbidding and storm-tossed, reach out, grope in the darkness for the comforting, sustaining hand of religion? Do we not, ourselves, in times of anguish and uncertainty, turn to the Divine for consolation and understanding? And do we not all take courage from the promise of the Lord made in Isaiah, 42nd chapter, 16th verse: "And I will bring the blind by a way they knew not; I will lead them in paths they have not known; I will make darkness light before them and crooked things straight. These things will I do unto them and not forsake them."

Yes, religion supplies many of the essentials of happiness, among which are, something to do, something to love, and something to hope for.

But whether it is religion or any or all of the services we may offer our aged blind, it is our duty to inspire them to carry on with the faculties left them when sight is gone. In so doing, may their skies grow tranquil and serene as they soften into a beautiful sunset and peaceful, final night.

THE AGED BLIND IN CANADA

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The care of the aged is a problem that has been of real concern to many groups and many governments since the beginning of recorded history. Only recently on this continent has constructive thought through public opinion been so powerful that social security action is being considered and in some cases has already been taken. Governmental action of course is aimed at the provision of economic security. This in itself is good but it still leaves much to be desired from the point of view of the elderly person. Private groups are now making efforts to provide the other essentials of helpfulness and contentment by organizing social clubs, some of which are known as the "Over Sixty" and "Second Mile Clubs". Their aim is to eliminate loneliness by making it possible for people of the same age to get together, share their experiences and exchange their ideas, while at the same time organizing all manner of social and recreational activities. These groups have been very successful because their basic principle is to establish in their members a feeling of belonging. Those over the age of sixty are made to feel that life is still worth living, that they have an important contribution yet to make to society and that they are still needed by those who know them and are associated with them.

Blindness does not in any way relieve the elderly person from the problems brought

* Visually Handicapped.

on because of old age, on the contrary, it tends to aggravate what is already a difficult situation. It is even more necessary therefore that elderly blind people have a competent service organization to which they can turn. An organization that is prepared and equipped to take care of the needs of blindness as well as those of old age. The Canadian National Institute for the Blind is the only service organization of its kind in Canada. It has the equipment, the trained personnel and the experience with which to serve the various needs of the 17,883 blind men, women, and children in the country. It received its charter in 1918 as a National Organization with objects to ameliorate the condition of the blind of Canada and to prevent blindness. The Organization maintains a register of all blind persons in the Dominion, and, because of this it is able to develop and shape its service program to fit the needs of every individual and every age grouping of individuals. This register includes as of March 31st, 1950, 7,927 blind people over the age of sixty-five. One of the predominant needs of this group is economic security and since its inception, the C.N.I.B. has striven to establish federal responsibility in this field. It was not until 1927 that the Old Age Pensions Act was passed in Canada. Prior to that time elderly people in need had to depend on municipal and township relief. From 1927 on those blind individuals over the age of seventy were entitled, if they could qualify, to the Old Age Pension of $20.00 per month. Not until 1937 was it possible for the C.N.I.B. through direct negotiations on the part of itself and its many friends to so influence the government that an amendment covering blind people was added to the Old Age Pensions Act. This amendment provided the same amount of income, namely $20.00 per month, but permitted people who were blind to receive this at the age of forty. Many more applied and did receive this limited financial assistance.

Since the formation of The Canadian Council of the Blind six years ago, it has joined forces with the C.N.I.B. to present a united front to our National Government. These joint efforts to date have been reasonably successful. Amendments have now been passed providing for pensions of $40.00 per month, and the eligible age lowered to twenty-one years.

No one interested in blind people or work for the blind in Canada feels that the present legislation is adequate. Recent submissions to the Federal Government have called for a separate Blind Persons Act. This is to be apart from the Old Age Pensions Act, and was designed so as to meet the particular needs of people who have lost their sight. The Act calls for an adequate blindness allowance in relation to the cost of living. It proposes the elimination of the means test so that every blind person over the age of twenty-one would be entitled to the allowance and permitted to earn as much money as possible subject only to the income tax law of Canada. This would place him on the same footing as his sighted neighbors. The Act would also include a guiding allowance for those who possess less than 3/60 vision (Snellens Chart) thus helping to pay the cost of special transportation needed by him. It was also felt that the residence requirement should be lowered from twenty to five years, permitting those who came to our country in good faith and later lost their sight to get assistance from the Government. This Blind Persons Act would include in its framework an adequate provision for those suffering from defective vision, helping them to maintain the vision they now possess and to assist in restoring sight through means of medication and surgery.

The Blind Persons Act is designed to be of real practical value to every blind individual in Canada over the age of twenty-one. Its provisions however, are particularly important to the elderly people of our country. The possibility of a higher monthly allowance would assist everyone who is dependent on this as their sole source of income. The elimination of the means test would provide the possibility of every elderly person substantially increasing his income and thus his standard of living. Those who could continue to work in spite of their age, at either industrial or business activities would be permitted to do so because there would be no ceiling on their total earnings. Others who are in receipt of compensation allowances or superannuation payments would be in the same category. Those who friends or relatives are in a position to provide

assistance could do so without jeopardizing the person's allowance. There is still the majority however whose only source of extra income is that which may be earned through part time activity.

Ever since the Institute started it has considered Home Teaching one of its most important general services. The blind women who are employed as teachers for the Organization go into the homes of each and every registered person in the country who desires teaching services. The teacher's job is a twofold one, first to assist the newly blind person in home adjustment and secondly to restore confidence by training the individuals to work with their hands thus providing a feeling of accomplishment. Besides being taught how to read and write braille or the moontype, blind people are given instruction in the ordinary crafts such as, basket making, leather work, weaving, chair caning, sewing and knitting. All of these articles when made properly are marketable, all if sold can supplement the income of the individual, the only limitation being the amount of work available.

During the last few years the C.N.I.B. has attempted to provide additional work for those elderly people who are confined to their own homes or cannot compete in industry. This new form of employment is called sub-contract work. It is the provision of small articles which can be assembled by the individual at his leisure, and which can be sent back to the factory when completed, the worker receiving the same rate as the job pays at the plant. Unfortunately there has not been enough of either craft work or sub-contract work to fully occupy those who are interested and who need the therapy which constructive spare time activity provides. The C.N.I.B. is at the present time intensifying its program across the country in order that new articles may be found which blind people could make in their homes. Endeavours are being made also to provide more and more sub-contract work to supplement the work they already have.

It is fully realized that in order for an individual to be happy and content and well adjusted in his home situation he must not only have a measure of financial security but he must have a constructive leisure time activity program which provides something of particular interest for him to do and to accomplish. Work and security in themselves are not sufficient. If the blind person is to be happy and content he must of necessity have the opportunity of meeting other people, participating in social activities, and belonging to a group. Often blindness has shut him off from social activities which he formerly pursued, and often blindness has tended to segregate and isolate him. These situations all have their effect on the elderly blind person, and in one way or another limit his happiness.

The C.N.I.B. is not only a national organization, it is a private one. It depends for the major part of its support on the good will and generosity of the Canadian public. Its organizational structure is such that the minimum number of staff is employed, while the maximum number of voluntary workers assist in carrying out all phases of the service program of the Organization. This method has meant that the greatest benefits go to the blind people at the lowest possible cost. Volunteer workers visit the homes of our registered people and assist them in whatever way possible under the guidance of the trained staff. Through the use of these workers, summer picnics, Christmas parties, and frequent outings are arranged so that all who are limited in their social activities may have the opportunity of participating. During the past six years the blind people of Canada have set up their own organization which they call The Canadian Council of the Blind. This Council is organized by blind people for themselves. They run their own affairs and are financed by arrangement through the C.N.I.B. The Council has many achievements to its credit, and one of the most outstanding is their interest in and the assistance they have given the C.N.I.B. in the formation of local clubs and associations. Through this program blind people are encouraged to participate in the whole range of social activities through their own club in their own district. Their club not only concerns itself with the social life and recreational pursuits of its members but assists them in participating in their own rehabilitation by thinking in terms of services and techniques which will help everyone who has lost his sight. At the present time there are thirty-six social clubs in the Dominion of Canada. More are in the

process of being formed and others will be in the future. Through this medium the social life of our elderly blind people is being emphasized and all are encouraged to participate.

No matter how well designed or well executed the program may be its benefits bear a direct relationship to the amount the individual is willing to participate and often times the amount the individual is able to participate. The C.N.I.B. has felt for many years that there were approximately 10% of our elderly blind people who because of their circumstances, including old age, were living alone, improperly cared for and often times under inadequate and deplorable circumstances. Ninety per cent of the elderly blind people are fortunate in that their wives or husbands are still living. Their families and friends are understanding, their relatives are kind and congenial and their circle of friends is still fairly large. They are adjusted in their own homes and their own surroundings. Their living conditions are certainly tolerable and in most cases pleasant and comfortable. The other 10% though are less fortunate, many because of old age have outlived their wives or husbands, they either had no family or the family has spread across the country, their circle of acquaintances has been cut by the passing of years to the point where they have few if any friends left. They are very much alone and dependent on strangers. Under these conditions true rehabilitation is very difficult and sometimes almost impossible.

Since the beginning of the C.N.I.B. it has endeavoured to provide adequate and proper housing for those who need it. In the early 1930's it had hoped by means of a building program, to provide specialized residential accommodation. Unfortunately the depression intervened and no funds were available either from the government or from private citizens. In the late 30's and early 40's the opportunity seemed right but circumstances again intervened and no buildings of this type were permitted to be constructed during the war years. In 1945 the building program of the Organization actually started to get under way. Over the years much thought had been given to the manner in which special buildings could serve the greatest number of blind people in the most complete and effective manner. The experience the Organization has had and the observations it has made have resulted in the design of a building which we call a Service Centre. The Service Centres combine residental accommodations, rehabilitation facilities and recreational opportunities for each blind person living in the district served by the building. The long range plan of the Institute is to construct sufficient of these buildings in strategic areas so as to accommodate from a residential point of view, approximately 10% of the blind people in our country. This will mean the construction of thirty-five buildings in Canada. Our buildings on the average, with the erection of an additional wing for twenty beds, will accommodate fifty people. Each blind person will have a single room to himself or herself, except in a few cases where it is deemed wise for health reasons for two people to share a double room. Corners are rounded, special continuous handrails follow all the stairways, radiators have been eliminated wherever possible through means of radiant heating and every known device has been employed to make the blind person comfortable and safe. The buildings are to be equipped with individual radios, talking books, pianos, record players and every appliance that will contribute to the happiness and contentment of the resident. There are adequate lounge rooms with adjoining sun parlors, there is space for shops where all can participate in sub-contract work or if they choose receive intensive instruction in the making and production of craft articles. Adequate space has also been provided for social and recreational activities, there are meeting rooms and each building will have a large spacious auditorium with adjoining kitchen where parties can be held and meals served. The administrative offices for the immediate district covered by the Service Centre will be contained within the building. Seven of these new units have already been completed and are in operation. Two are under construction and will be finished within 1950. The remainder are in the planning and development stage.

The long range program of the Organization to establish such centres across the whole Dominion is truly ambitious. The need for such accommodation and the value of the

centres to the blind people of Canada is beyond the question of a doubt. We admit it is ambitious but we do not consider it impossible. Each unit costs approximately $185,000.00 to build and furnish. Each unit contains the possibility of economic security through subsidized accommodation, adequate and constructive leisure time activity and the elimination of loneliness through social companionship. All of these are so vital to the comfort, happiness and well being of our elderly blind people. These service centres are tools placed at the disposal of trained and experienced staff with which they can do a better job, a more complete job and a more effective job for the blind people of our country. The C.N.I.B. has the confidence of the blind people of Canada. It has the confidence and co-operation of their organization, The Canadian Council of the Blind. It has the active support of over 3000 voluntary workers and because it is a private philanthropic organization it receives its financial assistance from an understanding and appreciative general public. This combination of interests and confidences will make this program possible within approximately the next ten years because Canadians believe that handicaps however severe can be overcome if they are approached in the right way. The right way is to provide adequate equipment with which trained staff can best serve our elderly blind people and every other blind person in the Dominion.

INTENSIFYING THE BATTLE AGAINST BLINDNESS

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If there exists one supreme desire common to all civilized people, it is the desire for a lasting peace. Yet, paradoxically, if this is to be realized, a constant battle must be waged against the ills that vitally affect human welfare,—disease, accident, war, insecurity, unemployment and countless others. It is evident that if this battle is to be successful, it must be based on a plan of action, the foundation of which is research to find the causes of these ills, and their possible elimination—naturally such research must be undertaken by experts in their various fields. But no matter how successfully such research may be carried on, if the results are confined within laboratory walls, there can be little hope of ultimate victory. The findings must be made known to all concerned in a language they can understand, for it is only through knowledge, and an understanding of that knowledge that cooperation can be gained making results of research effective—without such cooperation the battle may be waged in vain. There is perhaps no better proof of this than in the historical data regarding smallpox, once one of the chief causes of death, blindness and disfigurement. Although Jenner had discovered in the latter part of the eighteenth century, after years of research, that this terrible scourge of humanity could be prevented by vaccination, in the United States, well into the nineteenth century devastating epidemics of smallpox still claimed a heavy toll of lives. Through lack of understanding, the fear of vaccination was greater than the fear of the disease. Compare this with modern experience—Recently a traveler from Mexico was found on his arrival in New York to be suffering from smallpox, to which he succumbed. He had journeyed by bus, hence had come in contact with hundreds of people. An S.O.S. warning was broadcast, with the result, that, in the city of New York alone, upwards of five and one-half million people rushed to physicians, boards of health and hospital clinics, and demanded vaccination. What had brought about this changed attitude? Legislation had accomplished much and education had brought to the people not only the knowledge and understanding of the necessity for preventive measures, but a sense of personal responsibility for cooperation in eliminating this dread disease and its equally dread results.

The National Society for the Prevention of Blindness, from the time of establishment as a state organization in 1908, has carried out a program of interpretating to the people the results of scientific research for preventing

blindness and conserving vision. Its initial undertaking was the prevention of infant blindness caused by "Babies' Sore Eyes," technically known as ophthalmia neonatorum —blindness near birth. As in the case of smallpox, a preventive measure had resulted from research decades before this time, but still in 1908, twenty-eight per cent of the children in schools for the blind were victims of this infection. In this year of 1950, any board of health might well be ashamed to record that a child born within its precincts is blind from this preventable disease; research, legislation, education and the cooperation of all concerned have affected this result.

Research has accomplished seeming miracles by finding the causes of many other eye difficulties, and developing methods of eliminating them. Diphtheria, scarlet fever, venereal diseases, diabetes, responsible directly or indirectly for visual impairment have been brought under control. The discovery and use of the sulfa drugs have effected a great reduction in trachoma, once a leading cause of blindness in the southern mountains of the United States and its Indian reservations. Penicillin and its many derivatives have worked apparent miracles. Cortisone, from which so much is hoped for sufferers of rheumatoid arthritis promises to be of great value in controlling inflammatory eye conditions. Improved operative procedures have not only prevented blindness, but in some instances, such as in operations for corneal transplant have restored vision.

Legislation has come to the aid of research by requiring premarital examinations, and examination and treatment when found necessary of expectant mothers in order to prevent the transmission of the spirochete to the foetus, once the chief cause of such a serious eye difficulty as interstitial keratitis.

Yet with all these advances, it is estimated on good authority, that there are 230,000 to 260,000 sightless persons in these United States; a number equal to the population of such cities as San Diego, Akron, Miami, Omaha or Providence. Still more appalling is the prognosis based on statistical studies that, lacking the united effort of all concerned, 22,000 men, women and children in the United States within the year 1950, will lose their vision or have it reduced to less than 20/200. What are the causes that so menace human welfare? Diseases of the eyes or of systemic origin account directly or indirectly, for a large proportion of visual impairment.

Accidents in the home, the school, the office, in traffic and in industry run a close second in accounting for eye injuries, many of which result in total loss of vision, with ten times that number causing the loss of one eye.

At the recent meeting of the American Medical Association, it was declared that accidents killed and maimed more children than any single disease and accounted for one-third as many deaths as all diseases combined—14,000 children killed annually and 56,000 impaired for life.

Statistics show that 1,000 school children lose the sight of at least one eye every year from accidents. Normally the greatest visual loss by accidents has been in industries carrying on hazardous occupations. During the war when man-power was at a premium, hundreds of thousands of men and women who had never before been engaged in industrial work, and were unfamiliar with its hazards entered the employ of industrial concerns, especially those engaged in making war materials.

Realizing the necessity for the service of these employees, the government and official and unofficial organizations concerned with safety in all its aspects, cooperated to establish safeguards and to educate employers and employees, in order to gain their cooperation in preventing accidents. It was found necessary to make analyses of the different types of occupations in order to find among other things, the visual factors necessary for carrying them on successfully. This led to a system of testing and examining the eyes of employees before placement in order to prevent through correct placement accidents to the worker and his fellow employees, as well as spoilage of materials and of machines.

Special attention was given to the importance of correct lighting in the prevention of accidents; adequate amounts of properly diffused, directed and controlled illumination, without glare, determined according to the eye tasks to be performed and the condition of the eyes of the employees who were to perform them. Much attention was also given to the selection of color not only to

obtain the best reflection values for the illumination provided, but to add harmony to the surroundings. Special care was given to the painting of intricate machinery in order that the smaller parts might readily be distinguished through contrast.

The difficulty of getting employees to wear safety goggles was overcome in large measure by having them ground to the prescription of the wearer. One company obtained excellent results by establishing at the behest of one of its workers, an organization known as the Wise Owl club; the requirement for membership being the proof that the sight of an eye that otherwise might have been destroyed by flying metal or splashes of molten material, was saved because the employee was wearing his safety goggles.

The idea spread rapidly and soon became a national undertaking. The insignia is a pin in the shape of an owl—a wise owl. It has been awarded to over 800 employees who daily rejoice in seeing eyes that might have been lost without the safety goggles. Publicity is given to these awards even to the extent of television, in order to acquaint other employees with the necessity for safe practices. Worn in the lapel of the coat or dress, the little wise owl pin is a constant reminder to others that goggles, however efficient, are of little value if kept in the pocket or pushed up on the forehead. Technical high schools and colleges are following this industrial example by establishing wise owl clubs as a help in safeguarding the eyes of their students.

With all the research that has been so successfully carried on and all the provisions that have been made to save sight and conserve vision, how is it possible that 22,000 men, women, and children may become blind in this year of 1950? Paradoxically, again, research, education and legislation undertaken for the purpose of increasing the life span from beginning to end, has succeeded in some instances in adding years to life rather than life to years.

Thus, prior to the present era, few infants born prematurely lived. Through medical discoveries and adequate attention these little newcomers were given a chance to survive. Then an unforseen tragedy occurred. It was found that many of these premature babies who weighed three pounds or less at birth developed a serious eye difficulty named from its position and form—retrolental fibroplasia —a fibrous growth back of the lens that caused blindness. Although it probably existed in rare instances prior to 1942, it was brought to public attention in that year by Dr. Theodore Terry of Boston, who until his untimely death, carried on intensive research to find the cause.

In 1945, Terry indicated that in addition to the 600 known cases, probably between four and five hundred premature babies would be blinded each year by retrolental fibroplasia unless the cause and its elimination could be found. Many others have taken up his unfinished task. It has been discovered that these children are not born blind, but develop the difficulty during the first four months of life. Many theories have been advanced, such as a possibility of lack of vitamin E—but none has been universally accepted. In the meantime, special efforts are being made to prevent premature births by better care of the expectant mother.

Another form of infant blindness has come to knowledge during the past decade. Following an epidemic of German measles in Australia, it was found that some expectant mothers who had contracted the disease during pregnancy, gave birth to infants physically or mentally affected. If the mother had suffered an attack of German measles during the first six weeks of pregnancy, the eyes of the foetus were likely to be affected and the child be born with cataracts. If the disease occurred later in pregnancy, various other defects were noted in the offspring—deafness, malformations and sometimes lack of mental development.

Research is being carried on intensively to find preventive measures, particularly the possibility of immunization. This disease had always been considered so innocuous that little attention was paid to it. Probably some cases of congenital cataract were due to this difficulty before the Australian epidemic brought it to light.

A problem resulting from these cases of infant blindness is the education of the parents to know how to care for their children, so afflicted. Several schools for the blind are holding institutes for the parents of preschool blind children in order to give them the necessary help that will make it

possible for them to keep these children with them during the early formative years when they so greatly need the affection and understanding of their parents and life with the family under as nearly normal conditions as possible.

These are some of the conditions to be found at the beginning of life. What of the older generations?

Since 1900 there has been a marked increase in life expectancy; hence the percentages of the population ratio according to age have changed radically, a much greater number of people than formerly falling within the second half century mark. Statisticians no longer set the limit as three scores years and ten or even at four score, but prognosticate a possible ripe old age of 150 years. Lest however, these added years become a burden to their possessors or to the younger generations, a science of geriatrics is being now carefully developed in the hope that the causes of the degenerative processes of age may be discovered and if possible eliminated.

At the "Third Annual Conference on Living", held at the University of Michigan in June, it was stated that the growing field of geriatrics would do as much for the aged as pediatrics has done for the young; that degenerative diseases present, in general, a biological problem, not unlike that pediatric research has overcome; that specific diseases such as diabetes are manifestations of exhaustive processes which can be modified; that conditions known as degenerative diseases are the result of deficiencies in body function which can be kept at a minimum by restoration of these deficiencies, by a program of exercise and diet started early enough to forestall many ailments considered inevitable in the aging process.

At this meeting, it was prognosticated that the next generation will see men and women of 100 years matching 40 year olds in maintaining their economic and social status; that the untold wealth that lies in the foolishly abandoned human resources might continue to exist, not only for the good of the individual, but for that of society at large.

Think what it would mean if the two major eye difficulties that are often experienced with advancing years, glaucoma and cataracts, might be prevented. The cause of glaucoma is unknown. The ciliary muscle within the eyeball is constantly secreting a watery fluid known as the aqueous—this circulates between the lens and the iris, flows through the pupil, into the anterior chamber and circulates between the iris and the cornea. It is then excreted by a process of osmosis through a circular canal known by the name of its discoverer, the canal of Schlemm. If for any reason this canal becomes blocked, the aqueous can no longer be excreted and pressure is increased within the eyeball, so affecting the optic nerve, that it gradually becomes atrophied—and bindness results. Glaucoma is a most insidious malady. Except in acute cases there is no warning pain, and the vision dims so gradually that its decrease is usually not noted until it is too late to prevent serious consequences. The patient, if he does note decrease in vision, often resorts to stronger glasses rather than seeking expert medical treatment.

How is a person to know if he has glaucoma if no symptoms warn him of its onslaught? Since it usually affects people over 45 or 50 years of age, the safest course is to have a thorough ophthalmological examination every year, and if glaucoma is found to exist, to cooperate to the fullest extent by having continued treatment, and by following the physician's orders.

Cataract, so called because ancient peoples thought it was caused by something falling down in front of the eye, is an opacity of the lens which prevents light from passing through the lens to carry the image of the object to the retina. Although much research is taking place, so far as is known at present, operation for the removal of the lens is the only accepted procedure. Artificial lenses in the form of eye glasses make it possible for the patient to regain useful vision.

It is evident that only through scientific research, legislation, education and cooperation can the battle against blindness be successfully waged.

Perhaps there is enough of the old Adam or the old Eve in us to shirk responsibility—"The woman gave it to me and I did eat," "The serpent tempted me." But everyone interested in any phase of human welfare has a stake in preventing the ills that threaten its well being. The measure of a life after all is not its duration but its donation.

A radio announcer, speaking for prevention of accidents in traffic urges, "Save a life—it may be your own." Save vision, if it cannot be your own, it may be the eyes of a little child to see the glory of the world; the eyes of youth going forth to help solve the problems of life; the eyes of middle age, giving experience to youth; the eyes of the aged, so that they may enjoy a well earned leisure to accomplish the many things for which a busy life left no time.

It is only through united effort that the battle can be won.

CANADA'S PROGRAMME FOR THE PARTIALLY SIGHTED

* Colonel E. A. BAKER, M.C., O.B.E.
Managing Director, The Canadian National Institute for the Blind, Toronto, Ontario

The Canadian National Institute for the Blind was organized in 1918 to serve the blind of Canada and to prevent blindness. Our service programmes for the blind are organized throughout the ten provinces of Canada and are administered through six divisional centres.

In developing any good service programme it is essential to have a register of the blind. To register the blind it is necessary to agree on a definition of blindness. The definition in use by the Institute for service purposes and by the Dominion Government of Canada is, not more than 6/60 (Snellen's Chart metric) or 20/200 (Snellen's Chart in feet) in the better eye after correction. The vision allowed by this definition is more or less useful for guiding purposes, etc., but the individual falling within this limit is considered to be blind for industrial purposes. For the purpose of reference later in this discussion I should mention at this point that our Institute register of the blind of Canada shows 17,883 as of March 31st, 1950, with the following age distribution: Under six years of age—150; from six to twenty—900; from twenty-one to sixty-nine—11,000; seventy and over—5,800; the youngest is three months old and the oldest is one hundred and eight years.

In the early stages of Institue work a definite programme for the conservation of vision and prevention of blindness was inaugurated. This is carried out through press, radio, public addresses; through negotiation with educational authorities for the establishment of sight-saving classes in the larger centres and sight-saving facilities for pupils with defective vision scattered throughout the suburban and rural districts; through safety posters; publicity and addresses direct to men's and women's organizations, industries, etc. We have long realized that where sight could be saved, improved or even conserved, that a service of incalculable value was being rendered to the individuals concerned.

Over the years we have been increasingly impressed by the numbers of partially sighted as compared to the number of registered blind. In discussing the partially sighted it is essential to set up a definition. For our purposes the range of vision permitted in the case of the partially sighted is 6/60 plus to 6/18 metric, or in feet, 20/200 plus to 65/200 (Snellen's Chart). In accepting this range we realize that there are many whose vision is useful to the point where they may carry on efficiently and without occupational risk or undue eye strain in their normal working lives. However, within this group, more than one-half are risking or prejudicing their remaining vision; are occupational risks to themselves or fellow workers; or are being forced down the occupational scale or out of the employment picture because of unwise selection of occupations, or inefficiency or accidents. We estimate the numbers of individuals in this partially sighted group to be at least ten times the numbers falling within the registered blind group. You will please note that I have been using the term "partially sighted" instead of partially blind. Our reason for this will, I think appeal to you. Let me illustrate. Our Institute was approached by a representative of one of our Provincial Departments of Education and requested to provide a consultation and placement service for graduates

* Visually Handicapped.

of sight-saving classes. We explained that if, as an organization, we were merely interested in enlarging our service programme and broadening our appeal to the public and Governments of Canada, we would be eager to take on such a service, but, we went on to explain that we felt it would be unfortunate for the sight-saving class graduates, in that being referred to an organization for the blind, it would on impress their minds their partial blindness, with consequent restrictions, rather than the partial sight still possessed and its usefullness. We also pointed out that the prospective employer, if approached by an organization for the blind, would be prejudiced by the implied suggestion that the employment prospect was more blind than sighted.

We began to study the probems of the partially sighted and the reationship of these problems to our Institute programme for the blind. We soon discovered that since there was an almost complete lack of services for the partially sighted, and since our organization did not wish to become involved in providing service, it did seem necessary that we should do something to help. Our studies disclosed the following: Some of the partially sighted having learned from bitter experience that a disclosed eye defect was often a bar to employment, tried to conceal their handicap. Too often they took jobs with a view to the wage level rather than their own ability to perform the duties efficiently and with safety to themselves, and to others. Because of accidents or inefficiency many in this group were forced down the scale from job to job, or lost out in employment and were becoming demoralized. Many in this group were suffering from eye defects often with related physical conditions, with little or no appropriate eye or medical treatment, and often with conditions progressing. In many of these cases types of employment being followed was prejudicial to the eye and even health conditions. Without treatment and appropriate selection of jobs which they could safely do, such cases are apt to lose their remaining vision. Finally, in general employment, both in industry and commercial lines, there are many in this group of partially sighted who originally had normal vision. They were valued employees and have been allowed to continue on original occupations despite eye strain in many cases and lower vision in others, simply because of employer interest.

In order to meet the problem our organization decided to concentrate efforts on securing agreement of the Government services of Canada to include in their Employment Service, Special Section (Handicapped) properly trained placement officers to serve the partially sighted. After considerable negotiation the Canadian Department of Labour agreed to try the experiment. A carefully selected representative of the Department was sent to the Headoffice of the Institute for special training. We arranged for our eye physician to spend a considerable time with him giving instruction which would enable him to properly understand reports from eye physicians and to assess the usefulness of vision still retained. Also our eye physician gave instruction in the effect of each type of eye condition and the precautions which should be observed in order to avoid damage to remaining vision. After this the trainee was passed on to our employment service department which demonstrated the approach to employers and the development of morale of prospects for placement. It was also arranged for the trainee to observe the totally blind at work and those with low partial vision up to the limit allowed for registration as industrially blind. The trainee was then taken on a round of visits to a number of workmen who had been dealt with by this Institute in our prevention of blindness programme and who had been counselled in finding jobs for which they had aptitude and which they could perform safely and efficiently.

Finally, after some months of training the special placement representative for the partially sighted returned to his Empoyment Service office. He has shown outstanding results in placement work and demonstrated the possibilities. The move is now on to enlarge this service by having a special representative from each important employment centre in Canada similarly trained in order that the thousands of partially sighted men and women who must look to industrial employment for their livelihood, should be capably directed, assisted and where necessary, supervised in securing and following suitable occupations. All such specially trained place-

ment officers will naturally be consulted by employers concerning valuable employees who have developed visual defects.

The action which we have taken is not only important from the standpoint of the partially sighted, but it must also be considered important from the point of view of the blind and those interested in their welfare. With a properly developed service programme for the partially sighted we will be putting a stop to one serious development that we had noted. This was, that when the partially sighted lack definite guidance and service, many, having been forced out of employment, look over the fence so to speak and envy the blind the placement and aftercare service being received. Some then went to the eye physician and in some cases because of his sympathy, and in other cases in spite of him, secured eye reports which placed them within the registered blind group. We did not consider this was fair to the blind, or even to the partially sighted in which group they more properly belonged.

The special Government Employment Services for the partially sighted operate in cooperation with our private organization service programme for the registered bind. When the Government service needs an eye report on an individual, or some other service which our organization can give under the heading of prevention of blindness or conservation of vision we function. We, in turn co-operate with the Government in taking over one of the partially sighted group whose vision has dropped to within our registered blind limit, and for whom no prevention service can be of help.

In serving the partially sighted it is necessary to utilize constructive philosophy and on occasion a helpful psychological approach. I have met with some of the partially sighted group who have become discouraged and are inclined to enlarge on the frustrations of their condition and to minimize the usefulness of their remaining vision. I have been forced to remind them that I, without any sight, would be very happy to enjoy as much vision as they have and to make very good use of it; that they should be thankful for the blessings they possess, including their partial sight. One of our industrial placement friends in Canada gave apt expression to this thought for both the prospective employee and prospective employer. He said "It is not what you have lost but what you have left that counts". I might add that ever if the flesh be weak the spirit may be strong and the chances for success will still be good.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND, INC.

*M. ROBERT BARNETT, *Executive Director*

If it would be possible that I could inflict upon you the blow-by-blow description of the Foundation activities, I would prefer not to. However, if you would like to know how many coupon books have been issued, how many watches sold, and other miscellaneous statistics, this information can be found in the report of the President of the American Foundation for the Blind.

A lot of you out there may not understand why, at this time, there should be a report of the American Foundation for the Blind, and you may not understand or have ever heard of the beginnings of the American Foundation for the Blind. For example, why am I up on this platform today, making this report to you. Perhaps you feel there are a lot of agencies who should have the privilege of making a report to you, so I believe there should be some clarification. In 1921, The American Foundation for the Blind was established, after the A.A.W.B. felt that there was a need for a national clearing house for research and information in the field of work for the blind. And so, a resolution was passed, similar to those that you will hear later on this morning.

My personal reaction—last September, when I sat down behind Dr. Robert B. Irwin's desk, I said to myself, "How the dickens did I get here?" I had to start examining the American Foundation for the Blind and see what was there. A thumbnail sketch of the American Foundation for the Blind shows that here, thirty years later, it has assets of nearly $4,000,000 in endowments, real estate

and other incidentals. Instead of one office and desk, it now spreads into four buildings in lower Manhattan, New York. It, today, has a sister organization and a coordinating organization which, put together with it, makes it even larger. Its sister organization, the American Foundation for Overseas Blind —again a bit of history—is the successor to the American Braille Press, with which many of you in work for the bind are quite familiar.

The American Foundation for Overseas Blind maintains the international headquarters in New York City; its European headquarters are in Paris, France. The National Industries for the Blind—which was the baby of the American Foundation for the Blind about ten years ago—is now a full grown organization in its own right—although its headquarters are in the same building in New York City as the American Foundation for the Blind and the American Foundation for Overseas Blind.

The Board of Directors of the American Foundation for the Blind, at the moment, has some twenty odd members, about half of whom are blind, and about half represent some phase of the profession. The other half represent business and commercial interests, social work, etc. It operates through the Executive Committee plan, of use in many nonprofit corporations so that a group of eight men actually are the bosses of the Foundation and check up on what I have been doing to operate the plant.

I have described the top administrative level, assets, etc.—do not let the figure of $4,000,000 stir you—we use only the income from it. Now—the inner strength—the personnel and personalities. I cannot take time to mention all the Trustees, but would like to remind you of the addition of three very vital men to the Board of Trustees in the last year—Colonel E. A. Baker, of the Canadian National Institute for the Blind, Mr. Howard M. Liechty, of the Matilda Ziegler Magazine for the Blind, and Mr. Eustace Seligman, also a member of the Board of the American Foundation for Overseas Blind, and a member of the law firm of Sullivan and Cromwell, which, incidentally, makes Mr. Seligman an associate of the late and very noted benefactor of the blind, Mr. William Nelson Cromwell. Mr. Seligman is a member of the Board of Trustees of the American Foundation for Overseas Blind because of his understanding of the former American Braille Press. My personal reaction —I have never seen, as a Board, a group of more intelligent, shrewd, conscientious, calm, stable men. All of this is just so that you will understand there are many minds and forces which you often do not hear about, but they are there, nevertheless. I thank my lucky stars that I do have such an intelligent group of supervisors.

Now, for recent changes—there has been one resignation—we regret the loss of Mrs. Dorothy D. Bryan, who had been serving for four years as the Director of the Department of Services for the Deaf-blind. We have been very happy to promote Miss Annette B. Dinsmore to the position of Director of that Department, effective June 1. The resignation of Dr. Clifford M. Witcher also was received by the Executive Director a few days ago, to be effective September 1, 1950. He is joining the faculty of Roosevelt College, Chicago, Illinois, in the Physics Department. However, he will continue his high level of interest in the advancement of technical aids for the benefit of the blind. Most of the activities which he was supervising and performing will be distributed among other very competent and able members of the Foundation staff.

I would like to announce the appointment of Miss Georgie Lee Abel, formerly of Tennessee and Iowa. In Iowa, she served for a number of years as Principal of the State School for the Blind, and, last year, as Coordinator of the Courses for the Adult Blind, at Overbrook. She is joining us as Consultant in Education, on August 1. I'd like to remind you of the appointment of a technical committee which will sit with us and help us plan our research and development program—Mr. George Meyer, of the New Jersey Commission for the Blind, Dr. D. W. Woolley, of the Rockefeller Foundation, New York City, and Mr. Edward J. Waterhouse, of Howe Press and Perkin Institution. I believe that you are already aware that I have the able assistance of three assistant directors—Miss Kathern F. Gruber, as you know generally as Director of Services for the War-blinded, in charge of all our professional services; Mr. C. H. Whittington, who is in charge of

all those things which are mechanical and technical, and of a manufacturing nature, and also directly manages the Talking Book Record Department; the third, Mr. Alfred Allen, who is the Assistant Director in charge of the administrative problems in the day-to-day functioning of the American Foundation for the Blind.

Many times, we receive inquiries—"Can't we be told to whom we should write in looking for advice." The Foundation has a total of about one hundred and twenty-five employees; the professional and administrative personnel do not change but in the vicissitudes of a year, with vacation, summer school, and extensive field trips, it is a little difficult to say that so-and-so answers such-and-such. It is better that you address your letter in my name or to one of the three assistant directors in whose field, in your best judgment, the subject will fall. They will see that your request for information gets to the proper staff member.

I would like to discuss the program of the Foundation, somewhat. As you know, it may be summarized as a program of research—all kinds in all fields which would have a bearing on the lives of the blind. There is the dispensing of information through every possible channel to the workers for the blind, and to the public in general; it maintains a field service for community planning and specialized services; and, of course, the direct services to the blind individuals. It has been said that the American Foundation for the Blind is a very unique agency because of its complex and yet consolidated program. I cannot go through these various detailed services. I do want you to know, however, that the Executive Director is doing his level best to furnish the services in such a way as to get the best to you and to every other person connected in any way with the work for the visually handicapped. I have never been in an agency for the blind where the staff, as a whole, seemed to possess such a great degree of sincerity for what they are trying to do. They seem to have a very deep understanding of what it means to be blind and it was one of the greatest encouragements this past year.

Programs and Fellowships—We have given small scholarships to blind students and you may or may not have agreed with the choice of the Scholarship Committee, and with their scope and definitions. However, we do feel that there is a definite need for more encouragement toward the blind and sighted to enter our field of service. We have, with the approval of the Board of Trustees, been able to expand our program of scholarships, and, by 1951, plan to include a group of fellowships. The method of procedure for the finding and reviewing of applications has not been refined but we do believe it important that we have a much better representation of our United States in the program. We believe that when you hear the details, you will think they are beneficial to our profession.

I must report to you of the story of sixty to eighty displaced persons who must find homes in this country. The American Foundation for the Blind agreed to serve as a consulting agency about six months ago. About twenty agencies in America, including the Canadian National Institute for the Blind, have agreed to take a total of about thirty of these persons. If any of you think you have a facility which could insure in advance a job for a blind person, we would like to know about it. It is a very interesting and a very wholesome, and a very wonderful program. Dr. Irwin has also been doing a great deal of work on that score too. We express our gratitude to all of you who have come forward as well as the gratitude of those displaced persons for whom we are working.

The OUTLOOK—Generally, there is a feeling that the OUTLOOK does not really represent the professional field. I do not know whether Mrs. Campbell had the same trouble. This publication has been running some forty years, and will probably continue to do so for another forty years or so. But we have, at this time, a definite responsibility to re-align the OUTLOOK, and see whether the criticisms leveled at it are true. The American Association of Instructors of the Blind have felt that they needed their own journal because of this criticism, but they will not publish their own if we make the journal we already have a high-grade and representative journal of workers for the blind. We realize that no one man who holds the position of editor knows all things about all phases of work for the blind and what it represents. We have certain plans

for the expansion of the OUTLOOK in its physical form and more accurate and more expert material in its professional content. Before another year, we will have arranged for a consulting board of editors. The A.A.W.B. has not yet indicated whether they will accept the invitation of the OUTLOOK to name a definite correspondent who will help the editor with the newsy chatter of the field, but the American Association of Instructors of the Blind has accepted the responsibility and their President will probably name a correspondent. This is no reflection on the admirable job which your Alfred Allen has been doing with his column. We would prefer to have a channel from somewhere else in the country, keeping us abreast of the news events. The OUTLOOK is published at Foundation expense; membership in the American Association of Workers for the Blind brings a subscription; the income from subscriptions is probably not more than twenty to tweny-five per cent of the money it takes to put the magazine out. Remember, we do what we can with what we have to do it with.

About relations with other agencies—I want to mention a few of those with whom you may have some particular interest. Relationships with the American Printing House for the Blind are the most cordial. I have found Mr. Davis and his staff very cooperative, and we find that these two relatively large agencies—the American Printing House for the Blind and the American Foundation for the Blind—operating as a team can really do an even greater job than they have done in the past. These are the two principal agencies which supply you and your blind clients. We expect to maintain close cooperation in the development of technical aids, especially in the field of education, with neither agency being overly concerned about its own fame.

Relationships with the National Industries for the Blind also are, I believe, quite happy. In fact, Mr. C. C. Kleber has given me every cooperation in the past few months. Dr. Irwin was in an admirable position to be administratively concerned with the National Industries for the Blind. However, there is no particular reason why the Executive Director of the American Foundation for the Blind should supervise or control the National Industries for the Blind, which has its own advisory channels from workshops in the country, but, where necessary on the national scene, the two agencies are cooperating. Mr. Kleber and I have drafted a cooperative agreement, approved by the two Boards, which gives the National Industries for the Blind complete consultation in the field; that is, insofar as the American Foundation for the Blind is concerned. Between the two agencies, the National Industries for the Blind will take responsibility for advice in the field where production is the goal. This includes home industries, where the home industries are tied in with a workshop. In larger surveys in communities where work for the blind may not exist, the two staffs will confer.

Concerning relationships of the American Foundation for the Blind to the American Association of Workers for the Blind, I know that the American Foundation for the Blind will always consider that the Association and its opinions are a considerable influence upon it. No director of an agency, however, can place his responsibility for program on someone else, and the Executive Director of the Foundation will have to be the one who says what the Foundation's program will be. In a sense, the Foundation exists to serve the American Association of Workers for the Blind and will do what it commands. When democratic action is too slow, however, the Foundation will have to go out ahead of the Association and in that sense become something of a leader.

I very frankly will add one phrase to the relationship—we have not the time, the desire, nor the inclination to control the American Association of Workers for the Blind or the American Association of Instructors of the Blind. The idea of unnecessary conflict should be avoided throughout work for the blind with all associations.

There are many points I would have given you this morning, but I have been trying to answer the questions in your minds —the Foundation tries to be all things to all blind people, and we will try to make it what each of you in your own speciality thinks it should be.

There are many things which have given me a great deal of confidence—Miss Helen Keller is in the background also. She is

a very active and alert lady at the age of seventy, and has been a wonderful help to me.

Ladies and gentlemen, I feel something like having an elephant by the tail, an elephant so large that it is difficult to see around him and tell where he is going. I want to give my thanks to you for the help which all of you are showing. I pledge you my desire to get out in front of the big, old elephant and grasp him by the trunk and try to guide him in the proper directions.

PAPERS PRESENTED AT

SECTIONAL MEETINGS

WHAT IS THE FUTURE PLACE OF A MODERN INDUSTRIAL SHOP FOR THE BLIND

WILLIAM S. RATCHFORD

Secretary and Superintendent, Maryland Workshop for the Blind, Baltimore, Maryland

1. *Modern Philosophy of its Program*

The philosophy of a workshop for the blind should be one that will readily meet the needs of the blind people in the community where the shop is located. The policy should be one that will provide a well rounded program of service and employment to the blind people that they serve.

2. *Eligibility*

Every blind person who meets the accepted definition of blindness and who comes to the workshop for service or employment should be considered eligible.

3. *Testing, Evaluating, Training, Placement and Work Opportunities*

The modern shop today should provide a capable trained staff who through testing and evaluating can best determine what service and employment will be suitable for the client. An adequate program of training should be outlined for every client and should be done on an individual basis. This training, if instructors and physical plant will permit, should be carried on away from the production departments. Placement should be handled by a trained staff member with the idea first in mind that wherever possible outside placement should be the goal. If outside placement is not feasible then consideration should be given to the proper selection of employment in the industrial department of the workshop. Work opportunities should be set up for clients who cannot be placed in outside employment and in the production department of the shop. The opportunity department should provide a number of employment mediums that will best serve the individual client through a work therapy program.

4. *Social, Recreation, Classroom Activities*

The modern shop should provide a well planned social program that will include various forms of recreation and social activities that will bring to the client the opportunity for new friendships and social contacts.

5. *The Use of Case Work and Group Work Methods*

It is necessary for the shop to have a trained case worker on the staff who will give counsel and guidance to the client and work out a program of group work methods that provides orientation, group information and various therapies.

6. *Home Work*

To me this is the most important program that the modern shop should include. Home work programs as we know them today have

not provided the blind clients with remunerative employment but rather have been in the form of work therapy. The modern shop today should accept this challenge and set up an industrial home work program that in the years to come will grow and be accepted as one of the contributions that have been made in advancing the work for the blind.

In conclusion I want to say that I believe that the modern shop will through increased services and future planning take its place as one of the leaders in our field in bringing to those clients that they serve a fuller and more remunerative future. I, of course, realize that money always has an important bearing on what the shop will be able to offer in the future, but I believe that we should make every effort to see that funds are available so that the modern shop can play the part that it should.

CONSIDERATION FOR EFFICIENT OPERATION OF MODERN INDUSTRIAL SHOPS

* MAJOR JOHN F. BRADY (*Retired*)
Business Manager, Industrial Home for the Blind, Brooklyn, New York

The subject allotted to Mr. Peter J. Salmon, for whom I am attempting to pinch hit, is one that those charged with the operation of workshops could discuss for hours. In the seven minutes allotted to the presentation of the subject, it is possible only to generalize. Perhaps the discussion period which follows will allow time for more detailed discussion of specific points.

Your program indicates that the points to be covered are: Organization, Personnel, Streamlining and Modernization, Employer-Employee Relationship, Quality Merchandise and To What Extent should the Work Program be Self-sustaining or Subsidized.

It is interesting to note that, except for the final point, each of the other points would be appropriate in a panel discussion held by any manufacturing or trade association whose members were concerned only with the efficient operation of their own business. Since the problems to be faced in the operation of sheltered shops are the same as those faced by competitive industry, it will be well to preface our consideration of the subject with a brief statement of the basic philosophy that guides the Industrial Home for the Blind in its approach to the maintenance of a workshop.

Since there is no single answer in the rehabilitation of a blind person, we feel that the workshop should be no more than a single service in a complete program designed to serve the individual needs of our clients insofar as is possible. We feel strongly that the shops should serve as a means of providing employment to those persons who cannot, for various reasons, hold jobs in private industry. The implementation of this philosophy means that the production capabilities of workers in our shops are far below those of the average worker in industry. Therefore, efficient operation becomes a matter of even greater concern to us than to private industry.

Our shops are organized on a departmental basis, each department being headed by a foreman or assistant foreman, depending on the size of the department. Each plant, and we have two separate plants, is supervised by a plant superintendent who is responsible to the Business Manager. Production, Sales, Purchasing and the general administration of the shops is the responsibility of the Business Manager, while personnel matters relating to the blind workers is the responsibility of our Director of Rehabilitation. In general, the organization set-up is about the same as that found in any well managed industrial organization. Accounting records are likewise departmentalized from the receipt of raw material through production of finished goods and their ultimate sale so that the operation of each department can be analyzed by management from month to month.

The selection of supevisory personnel for the workshops is more difficult than the selection of such personnel in industry. It is not enough that the superintendent, supervisor or foreman be a good production man. Supervisory personnel must have an under-

* Visually Handicapped.

standing of the limitations of their workers and must adapt themselves to the problem of maintaining production within the limiting factors placed on them by the Director of Rehabilitation. Such limiting factors include work limitations, medical time out and the other special problems which, because of its nature, are indigenous to the operation of a workshop. The loss of the shops' best production workers to fill openings in competitive industry developed by the Placement Department must be regarded by Supervisory Personnel as a natural consequence of the organization's effort to properly serve. At the same time, Supervisory Personnel cannot, in the face of the handicaps presented, adopt a defeatist attitude toward the maintenance of production schedules and a general workmanlike atmosphere in their departments.

We have found that streamlining and modernization, in respect to both production methods and machinery, is a continuing process and one which has paid us dividends in the last few years. In taking from the shops all of the men for whom we could find good jobs on the basis of selected placement, we obviously create a special problem in maintaining production schedules. The men placed in outside industry create shop opportunities for those workers who would otherwise have been without employment. As a result, over the years there has been a steady decrease in the production potential of our individual workers but production volume has been maintained at a satisfactory level. The answer lies in unceasing attention on the part of production personnel to the improvement of production methods and to the improvement of machinery. Improvements in either methods or machinery that seemed sound have unhesitatingly been adopted even in cases where the suggested improvements meant the elimination of direct labor. We feel that any time production can be stepped up and the men can earn more money the labor eliminated will quickly be absorbed in expanded production. This has been our experience.

The streamlining and improvement of machinery has opened up as practical for blind persons certain operations which, in the past, were considered operations for sighted workers only. All changes in machinery or methods are examined by our Safety Committee which, like other committees within our organization, meets monthly to report on safety conditions in all of the physical properties of the organization including the vending stands, supervised by our Business Enterprise Department.

There are many factors that contribute to the good relationship between the organization and the clients whom it is serving. In our case not the least of these is the general atmosphere of the shops. Our shops are modern, well lighted, well set up and well maintained. We never stint on housekeeping and, generally speaking, the physical condition of the shops is better than the best in private industry. We preserve in the shops an atmosphere of efficiency that creates in the workers an acceptance of the shop as a place in which to do their day's work and this automatic acceptance on the part of our workers make shop discipline a simple task.

Clients grievances, real or imagined, are never permitted to go unheeded. A client with any grievance has immediate access to the Director of Rehabilitation and to the Executive Director himself at any time. Frequent meetings between the Executive Director and our workers contribute much to our good personnel relations. At this time the Executive Director invites open discussion of any problems presented by the workers.

Quality control, which has become a new science in industry, is a matter of real concern to the workshop. We sell in volume to the wholesaler and retailer to whom our merchandise is submitted on the basis of quality and price in competition with the products of other manufacturers. We do not for a moment permit ourselves to think that "Blind-Made Products" gives us a license to present for consideration an inferior product nor do we, on the other hand, feel that anything is accomplished by bragging that our products are superior to those made by sighted persons. We submit our product in open competition, recognizing the fact that being an organization for the blind may, in some quarters, carry some weight provided that our product is equal in quality and price. We know that in civilian trade it is necessary to keep pace with our competitors in presenting a good product, new items and

properly packaged merchandise and that we cannot afford to sit back and let the parade pass us.

Many of our products are sold to large outlets under private labels and, in many cases, these labels do not carry our name or reference to the fact that the product was made by the blind. Our production people are, perhaps, inordinately proud of every evidence that we meet the standards required by sighted industry. For example, besides manufacturing rubber mats in our rubber plant, we also manufacture various types of body shims, fabricated from salvaged tire carcass to the specifications of leading automobile manufacturers such as Ford Motor Co., Lincoln Mercury, Kaiser-Frazer, Hudson Motor Co., and others. The continuance of our relationship with these companies over the past several years during which we have shipped 2,000,000 to 3,000,000 parts per month is evidence of our ability to furnish parts that pass their inspection standards and to deliver these parts in accordance with their shipping schedules. We are proud of the fact that, in this instance as well as others throughout our plants, our workers are turning out products which stand on their own without leaning on the crutch of "Blind-Made Products".

In considering the extent to which the workshop program should be subsidized or be self-sustaining, it is of primary importance to remember that the workshop is maintained for only one reason and that is service. Any discussion of this question would first require that accounting procedures be carefully spelled out. Public and private agencies maintaining workshops are far from agreement on the bookkeeping elements involved in arriving at the gains or deficits of their shops. Services supporting the workshop itself such as Medical Service, Medical Time-out, Authorized Absence, Work Supplements, etc. would also need clear definition in discussing the question. Without establishing a clearly defined framework on accounting procedures and extended services there can be no generalized answer to this question.

It might be well for a future meeting of the A Group to consider this as a question for detailed and considered discussion. You would then have the benefit of the opinions of other organizations and other speakers.

SALE OF BLIND-MADE PRODUCTS

*EUGENE D. MORGRET

Assistant General Manager National Industries for the Blind, New York, N. Y.

The sale of blind-made products has received much discussion and little real action by many agencies for the blind throughout the country. In the short time allotted to me, I shall attempt to mention some of the principles involved in developing a sales plan, omitting the experiences and reasons which, over a period of time, have led to our viewpoint. The reasons for our point of view will undoubtedly be brought out in the course of the discussion by this panel.

When a standard commercial business is established, an estimate is set-up for the quantity of material which can be sold in the course of a period of time and how much over head will be necessary to cover this predetermined volume. If the sales exceed this volume, the company increases the size of its factory and hires more people.

In the work for the blind, we are not entirely free to pick our employees, and there have been times when the total number of employable blind in a given area is exhausted. Therefore, it is necessary to gear the sales activities to those products which can be produced by the available skills among a given group of clients.

When the point has been reached in the sales program where the sales are beyond the production and there are no more blind people to be employed, it is necessary to gear the sales to the available volume of production. As you can see, this procedure is entirely different from normal business, which gears its sales to the available market rather than to the available skills.

Regardless of the products made or the method of sales used, whether it be to the Government, to the jobber, or direct to the housewife, the product must be of a high quality and at a fair market price. A representative will many times gain an interview

*Visually Handicapped.

and consideration in any of these fields because he represents an agency for the blind. However, if the business is going to be obtained on a permanent basis, the sales will have to be made on the basis of quality, price, and service, and not solely because of the fact that it is made by the blind.

Many times agencies for the blind have said to us that they cannot meet the market price because of the high cost of production, and they cannot afford to subsidize to such an extent. In cases like these, one of two courses, or possibly both, are necessary; improvement of production methods, or introduction of adequate measures to raise funds for subsidizing the work program, which should make it possible to meet market prices.

During the past twelve years, the shops have learned that Government business is good business, but can never be depended upon because sales are made to the Government only when our products are required. Therefore, these sales to the Government, in the overall picture, should be considered only as a possible back-log to provide more steady employment then might otherwise be available.

Sales to jobbers and chain stores is a good business for volume, but in many respects is dangerous to depend upon entirely. This type of buyer will switch his source of supply for a very small fluctuation in price from a competitor. A certain amount of jobber business is good, but only for volume purposes, to keep the shop running and production costs down.

We believe, that over a long period of time, sales made directly to retail outlets and consumers are probably the best for an overall workshop program. Generally, neither the consumer trade nor the retail outlet will switch his source of supply for a given product to a competitor for a slight variation in price, if the quality and service have been satisfactory.

The retail sales house to house selling has proven to be of outstanding value to the agencies for the blind for the disposition of products made by the low wage earners as well as the production workers in the shop. With quality merchandise, service, and well-selected representatives, sales directly to the home are not as competitive as any other line of approach for the disposition of blind-made products, because the customer is interested, or can be induced to be concerned with quality, price, and service. Such a sales activity provides an excellent opportunity to familiarize the contributors with the program being carried on by the agency for the blind.

In conclusion, I would like to say that there has been some question as to the feasibility of the simultaneous operation of selling to jobbers, dealers, and consumers, and the operation of a retail sales program. This has been and is being done successfully. Contrary to the belief of some, the retail sales program does not interfere with the operation of a fund-raising program, but, in fact, helps it when the salesmen have been properly trained.

PUBLICITY AND PUBLIC RELATIONS— INDUSTRIAL SHOP FOR BLIND

WILLIAM E. BARTRAM
Manager Lighthouse for the Blind, New Orleans, La.

The industrial shop for the blind must be a recognized and respected part of the community economy if it is to serve its several purposes adequately. To achieve such recognition and respect it is necessary that it have not only a well-planned program of operation, but one which is accepted by all levels within the community. Those disadvantaged people whom it would serve must be afforded understanding of its purposes and methods, and how it can help them; the businessmen of the community must be encouraged to utilize its products, both human and fabricated, in their own enterprises; and society at large must be educated to the task of integrating the blind with community life.

These require a many sided presentation of existing fact and inherent possibility. A rigidly formalized publicity effort will not accomplish these objectives. Continuous exploitation of interest, wherever it is found,

is the most promising method and at once the most challenging to initiative and imagination. Actually, the directorate of an industrial shop for the blind has a very great advantage over other industrial entrepreneurs in establishing and maintaining good public relations. The community is always aware—albeit not always intelligently—of blindness in its midst, and quite ready to say a good word or perform a casual friendly act on behalf of any publicised service for its alleviation. The trick is in exploiting this awareness on all levels to constructive and lasting purpose, not in letting it spend itself in sporadic demonstrations of ill-planned and misdirected generosity.

Showmanship is essential to a vendor, and the industrial shop directorate is a vendor whether the emphasis is on product or service. But showmanship can take a variety of forms. There are many media of publicity ready at hand and it is often the timely use of the obvious that brings the most far reaching results. That is good showmanship. To illustrate, a few years ago a midwestern agency was having difficulty in disposing of its blind-made brooms in quantity sufficient to afford continuous employment to its pretrained broom makers. Everyone knows the blind make brooms. Sometimes it seems that that "fact" is known to the exclusion of more significant truths. However, people who used brooms just weren't buying blind-made brooms: maybe because they didn't think much of them, or else just didn't think. Generalized appeals by radio and newspaper and limited volunteer promotion wasn't getting results fast enough. Casting about for a cheap and effective means of reaching the buying public quickly, the directorate uncovered several obvious facts: (1) there would be a large agricultural and industrial exposition in its home city shortly; (2) it would have booth privileges at the exposition; (3) it had a number of broom makers not fully employed; (4) it had the usual accumulation of scrap corn and access to a large quantity of small wood dowels from a wood-working plant operated by a sister institution. Acting upon these facts it caused to be designed and produced miniature "souvenir" brooms which carried slips with a brief sales message (printed thereon through the courtesy of the printshop of the sister institution). A booth was set up featuring a live demonstration of broom making and the miniatures were distributed as souvenirs of the exposition with the compliments of the agency, to all who registered at the agency booth. The immediate result by the second day was a mob scene which required the full attention of the state highway police detachment on duty on the grounds, to control, and a telephone inquiry to the agency office late in the third day from the harassed captain of the detachment as to when they were going to "run out of those damned miniature brooms and put an end to this riot out here." The ultimate result was a marked increase in the sale of blind-made brooms in the area within the next months; and the agency had secured a mailing list which proved tremendously valuable to certain other activities later. The cost of this promotional effort was negligible because it was done with things at hand and made full use of the obvious.

There are many ways in which the skills of our blind workmen can be publicised as economically and without loss of dignity if a little ingenuity and imagination is applied to planning. But furnishing the foundation for the merchandising structure there should be a continuous three-way public education program:

1. Planned presentations at centers of public interest, preceded by radio and newspaper announcements and accompanied by proper educational demonstrations;

2. Commercial advertising *planned by professionals in that field* to create customer demand in store outlets, this to be developed jointly with jobbers and/or distributors;

3. Direct sales (house-to-house) presentation through agency-controlled representatives who have been trained to tell the agency story well and to the point, and through coordination with fund raising appeals. (This latter point is not to be dismissed lightly—there is a real educational potential in a properly designed mail appeal as those agencies employing such a fund raising method well know.)

There are many variations of these which may be tailored to the pattern of the individual community. Time will not permit a lengthy discussion, but briefly: the use of service clubs for special sales promotion is an

adaptation of the first stated; the design and employment of sales presentations in manual or pictorial form and the use of bulletin boards, car cards, and other advertising layouts and displays, tools of the second; and th Foote System procedure in accompanying the appeal with an agency news bulletin, a variation of the third.

Finally, and of greatest importance to any directorate which would promote its services *for* the blind, it is imperative that it also sell its services *for* the community. The day when we can furnish employment to blind people because they are "blind" or sell the products of blind workmen on a "help the poor blind" basis is deservedly past. Blind men and women who are disadvantaged need assistance—so do sighted in the same economic impasse. However, that help must be planned for the individual's ultimate good and it can be assured only where it is merited by performance. There is little to be taught about "understanding the blind"—much must be made clear to the pre-occupied and often prejudiced layman about the industrial shop client, *one* of whose problems is his loss of sight,—a very useful sense indeed, in this highly competitive atomic age.

WHAT POSITION SHOULD AN INDUSTRIAL SHOP FOR THE BLIND TAKE IN DEALING WITH PRIVATE CONCERNS OR INDIVIDUALS ENGAGED IN THE HOUSE TO HOUSE SELLING OF BLIND MADE MERCHANDISE

*R. E. BARRETT

Superintendent, Pennsylvania Working Home for the Blind Men, Philadelphia, Pa.

This subject is one that, if not given serious consideration by blind organizations, can have a serious effect on the future sales of blind-made products.

Many sighted organizations and individuals who contact the blind organization for the purpose of selling blind-made merchandise do so with the express purpose of exploiting the blind for their own benefit. You must keep in mind that the housewife when contacted by any canvasser who introduces himself as representing any organization whose name includes the word "blind," all other words in that title are overlooked, for the word "blind" is the one word that she hears and remembers. It is also true that she immediately associates the local blind organization to the product offered by the canvasser. Many organizations and canvassers are aware of this and will by no means go out of their way to inform her otherwise, in fact in most instances the canvasser will confirm her impression even though the majority of the articles he presents for sale are made by the sighted. Such organizations are not always interested in all of your products for all they need is one of them especially if it has the blind-made label on it. This they will present first which gives the housewife the impression that all of the articles they have for sale are made by the blind.

There are many local organizations and individuals endeavoring to use the blind as a shield, but those who operate nationally are the most successful.

One such organization in Chicago has for many years created problems for the local blind organizations and have planted distrust and suspicion in the minds of the public. The organization was incorporated by a man who had at one time worked for a blind organization. He must have realized the value of using the name "blind," so he unethically included it in his corporate name. His merchandise was made on automatic machines that could not be operated by the blind. He did, however, have several hand machines that could be operated by the blind. It is a known fact that he seldom operated these hand machines and seldom had any blind persons employed. Their canvassers in most instances present the articles as being made by the local blind and if questioned claim them to be made by the blind in Chicago. This organization in order to be within the law, now has on their stationery under their name a statement in small script, "Rugs Knotted by the Blind." For many years blind organizations have been in a position to disprove this, but unfortunately there now is

*Visually Handicapped.

a blind organization which has contracted to perform this one operation for them.

Within the last year a sighted organization in Pennsylvania incorporated under a name which definitely infers that the product they are selling is made by the blind. This is strictly a sales organization which purchases nine out of ten of their articles from a sighted manufacturer and the other one from a blind association. Unfortunately for all blind organizations throughout the country this one blind association believes that the sighted organization is quite ethical in its operation and continues to sell them their merchandise.

Any organization for the blind who finds that sighted organizations such as described above are selling in their community can, in most instances, stop them from doing so. If the community has a permit system for canvassers there will be little difficulty in getting the authorities to refuse to issue such a permit. On the other hand, if the community does not have such a system, the law enforcement agency can advise as to what steps should be taken to stop them.

There is only one stand that the blind organization can take and that is to refuse to sell blind-made merchandise to any individual or organization who would exploit the blind.

WHAT ARE THE WAYS OF SECURING PROPER FINANCIAL SUPPORT OF INDUSTRIAL SHOPS FOR THE BLIND

C. C. KLEBER

General Manager, National Industries for the Blind, New York, N. Y.

I think this is a rather important subject and should be the first step considered by any Board of Directors before they proceed with the operation of a workshop or any program for the blind. We all know very well what is needed in the way of services and, what an ideal program should be, and, the only reason that a full program is not in operation in any community is due to the lack of funds.

If the workshop is considered as one unit, it should have a capital fund for buildings, equipment, machinery etc., a revolving fund to purchase materials and be in a position to discount its bills etc., and I believe this revolving fund should amount to at least one third of the total business that it does in a year's time. You will need a third fund to take care of any subsidy that is required; and I believe that we all agree a workshop for the blind is the same as any other service and must be subsidized.

There are many ways of raising money. Any workshop operated as part of a State program receives its money as an appropriation from the State Legislature—it should also bear in mind that it needs the three funds mentioned above.

Private agencies must obtain their money from the public. Many times special drives are conducted through their Board of Directors for the purpose of raising money for a new building or for some particular project. This, however, only secures money for one special fund.

Many workshops are sponsored by local groups such as the Lions Clubs, Kiwanis, the Elks, etc. who are interested in this program. However, this is also on an annual basis and you never know whether the same amount of money will be forthcoming the next year.

Other workshops are members of the Community Chest in their local area and receive a grant from them. However, the Community Chest states that they are a deficit or current expense financing organization and will only give money for this purpose. This will take care only of one fund. Under this type of arrangement, you will never be able to accumulate the money you require for a revolving fund because if it so happens some year you do make a gain on your workshop operation the Community Chest may cut its grant entirely, or cut it down.

To my way of thinking, the best way for a private agency to raise money is to go directly to the public in their community and have them become contributors to your organization. In this way, you will have a great number of people giving you a gift every year, so you can establish the three funds that you need.

There are various ways of doing this, but

the most accepted method is by direct mail. You can purchase lists of known givers—Doctors, Lawyers, etc. in your community and concentrate on them. The actual work of sending out the mailings, follow-up, etc. should be done by your own organization, but the preparation of the letters and the literature should be done by a specialist in this particular field.

There are many organizations that do this work, but one of the most outstanding in our field, is the Foote System. At the present time, it is raising money for 24 agencies for the blind. These agencies received 829,410 contributions amounting to $1,247,867.57.

I am going to take as an illustration, one agency for the blind that is serving six counties with a total population of 347,000 persons. In one year, ending February 28, 1950, through the Foote System, they made 75,000 trys and 33,064 contributions were received totaling $46,612.00. After the agency had paid the costs of the mailings, including postage and the Foote System fee, there remained $28,851.00 for other purposes of the organization.

The Foote System informed me that a good formula on which to base your expected results for the first year is as follows:—Take the 1940 census population of the area and divide it by 5, then multiply this figure by twenty or thirty cents and that should be your free or net money at the end of the first year.

I sent out a questionnaire to all the workshops affiliated with N.I.B. and perhaps many of you recall answering same. I would like to say here, that we never received such a large response in such a short time to any questionnaire. I believe the reason for this is that one question was—"How much money do you need to render proper service?" I am sorry if we mislead anyone into thinking we had a magic wand that would produce the money for them. However, we did obtain a lot of valuable information, and the conclusion reached was that all of the agencies needed more money to render proper service; and I recommend that you all consider seriously adopting some plan of going directly to the public for your funds.

For the sake of comparison, I am going to take two cities of approximately 300,000 population that were receiving funds from the Community Chest. In city "A" the Community Chest raised approximately $1,110,000 and the workshop received $8,800.00. In City "B" the Community Chest raised $375,000 and the Agency received $7,500.00. I feel certain that in both of these cities, the workshops could have raised three or four times this amount by a direct mail campaign to the public.

You should remember the importance of having the three funds, Capital Expenditures, Revolving Fund and one to pay your subsidy. Quite a few workshops today are paying the blind the same piece rate or perhaps a little higher than that paid in private industry. These workshops realize that in many cases, the blind do not earn enough to live on and they have worked out a plan whereby, the worker is given a supplemental wage which varies according to his earnings. In this way, they know exactly what their subsidy is and they know exactly what should be charged against the production of any given item. If this plan is used, there is no reason at all why the workshops cannot compete with private industry and actually show a profit on their manufacturing operations. To arrive at the true figure, you should take any given department and charge against the product, the materials, piece rates paid, supervision, overhead, sales expense and all other legitimate charges that would be charged by a sighted concern in the same line of business. Let us assume that at the end of the year, this department showed a profit of $5,000 but that you had paid the blind workers a supplemental wage of $10,000. Your net loss or subsidy for the operation would be $5,000,00.

In conclusion, I would like to recommend that all workshops pay realistic piece rates comparable to those paid by sighted industry and keep their records so that they know exactly what their subsidy is. Then they should make arrangements to raise the amount of money required for the subsidy and the other two funds from the public.

REHABILITATION OF THE BLIND WORKER— WORKSHOP OR OUTSIDE INDUSTRY

CARL OLSEN

Plant Manager, New York Association for the Blind, New York, N. Y.

Unquestionably, the greatest individual aid in the rehabilitation of blind people is to provide them with gainful employment. It therefore becomes a question of how this is best accomplished for the average employable blind person—in an industrial workshop for the blind, or through employment in sighted industry. Let me emphasize that this discussion should concern itself only with the problem of the average employable blind individual, as the exceptional ones will find their way more readily, both within and without the agency. Let us therefore consider the following points:

1) *Job Security*

In the well organized blind workshop, barring unpredictable economic disorders, year-round employment is practically assured, whereas in commercial industry, employment quite often is seasonal and in case of labor curtailment, the blind worker, being less versatile, is very apt to be among the first to go.

2) *Remuneration*

The efficiently managed workshop, with a well-planned sales program (whereby a large percentage of the products are sold at the consumer level, thus obtaining the greatest financial return), and with up-to-date manufacturing methods and equipment, can afford to pay higher piece work rate or day labor rate for the work performed, thus offsetting, is a measure, the handicap of the individual. Specially constructed equipment and safeguards would still further enhance the blind persons' earning power.

In sighted industry, by comparison, the blind individual would have to adapt himself to the equipment at hand and accept the prevailing rate of pay.

3) *Job Opportunity*

Workshop management, being acutely interested in the furtherance of a blind person's ambitions, would encourage and assist those showing interest and ability to elevate themselves to positions of responsibility such as inspectors, foremen and supervisiors, thereby making it possible for them to rehabilitate themselves while helping to rehabilitate others. Surely there is no better way to help yourself than through helping another.

4) *Morale*

In an industrial workshop, the blind worker is competing at his own level so that when he does a better job than his fellow worker, it gives him a definite lift to know that he can improve himself, increase his earning power and perhaps eventually, take over a job with greater responsibility.

Everything in a well-organized workshop is created to minimize the blind individual's handicap. The staff has been trained to deal with blind people. In most cases, the workers are collectively producing completed articles which are sold under the agency's label. He can therefore, take a just pride in the things he creates.

By contrast, as an employee among sighted workers, his handicap must be brought home to him in many ways—in his contact with co-workers, in the equipment he uses, in the facilities of the factory, etc. Unquestionably, in many cases, he realizes that he is just plainly being tolerated.

This becomes evident whenever unemployment is on the increase and placement of blind workers in factories becomes more and more difficult.

In summing up, it would seem that the solution to more and better employment for blind workers would lie in 1) the development of special skills in the more capable blind individual to give him a bartering weapon when seeking employment and 2) a greater development of efficiently operated industrial workshops that can provide real job opportunities for blind people. This will create an actual need for high calibre blind craftsmen as foremen, teachers and supervisors in manufacturing products of high quality that can proudly bear the label, "Made by the Blind".

Put a decent size pay envelope in a blind person's hands, make him feel that he earned it and you have advanced him a long way on the road to rehabilitation.

It is my humble opinion that for the average blind individual, this can best be accomplished in a modern, efficiently operated Industrial Workshop for the Blind.

SUBCONTRACT WORK IN INDUSTRIAL SHOPS

E. R. CRAWFORD

Business Manager, Cleveland Society for the Blind, Cleveland, Ohio

The Contract Department of the Cleveland Society for the Blind has been in operation for about twelve years. During these years the department has operated on a self-sustaining basis receiving a subsidy from the Community Chest in the salary of the supervisor of the department. The department was established by the Business Manager of the Society and at its inception received the valuable assistance of a volunteer worker, Miss Martha Silverback, who sold the idea to businesses in the community and materially aided in securing for the department a reputation for good work completed according to efficient production standards.

The department has two objectives:

1. To enable the Social Work staff of the Society to become better acquainted with new clients, to enable these clients to discover their abilities in types of simple work, to develop ability to use hands, to realize the value of regular work as a means of satisfying inner drives, and for those long unemployed to regain good work habits. The Society and the State Rehabilitation Services for the Blind use this department for diagnosis of clients so that they may better observe them in a work situation, judge their capabilities and thereby plan more intelligently a work program for them. As part of a program of "reorganization" for the client, the department assists in determining whether the client has the abilities, and suitable temperament for placement in industry, in the manufacturing departments of our own shops, in the Contract Department itself, or in a home industries' program.

2. The department provides for those blind persons who under nationally accepted standards are considered unemployable. These are the blind who, due to factors of old age, low mentality, and other disabilities cannot be trained in trades which the Society can provide or be offered by outside employment. They, for the most part, receive State Blind Relief, and the wages they receive either adds to their income or reduces the State burden of relief. It further relieves the blind person's family or household of their being at home, the blind of the monotony of same. It provides an opportunity of association with others, thus a broadening of their horizons.

ANALYSIS OF WORK PERFORMED

1. *Wiring and stringing of tags, booklets, envelopes.* This primary work of the simplest kind requires little skill and is repetitive. Wages paid are low due to the fact that this process can be done by machine by tag manufacturers. Wages of workers range from a minimum of $1.10 per day to $2.90, depending upon the worker's ability. Orders are obtained from tag manufacturers, printers and industrial plants. Our plan is to do a limited amount of this type of work in our shops and produce the bulk of same by our home workers as it is a type of work which lends itself best to this type of handling.

2. *Inserting of advertising matter and material into envelopes, mailing cartons and tubes.* This requires workers of a higher degree of skill than the wiring of tags. Workers can make wages from $3.00 to $6.00 per day. Orders are obtained from printers, department stores and industrial concerns.

3. *Light assembly of electrical fittings and the making up of crates for the packing of electric lamp bulbs.* This work requires ability of a higher order and pays workers from $4.00 to $9.00 per day.

The majority of this work can be performed by the worker seated at a work table so that the many who have poor physical and health defects are not impaired.

No attempt has been made to train workers in machine-tool work as it has been proved that capable workers in the type of work above outlined can be better trained in this type of work on the job. Industrial concerns, themselves, prefer this arrangement.

PRINCIPAL TYPES OF WORK PERFORMED 1949

5,250,000 tags—booklets—envelopes—wired or string work is obtained from manufacturers of all types, department stores, garment makers, printers, envelope manufacturers. Many of the tags are used in production and inventory in shop.

3,350,000 pieces of mail matter inserted into envelope. Obtained from manufacturers—auto clubs—special fund raising campaigns such as Easter Seals for Crippled Children.

400,000 screws and washers inserted into envelopes. Obtained from a manufacturer of storage batteries and used for putting up metal signs at Service Stations.

1,000,000 rolls of paper inserted into cartons. Obtained from a manufacturer of Pop Pistols—Ammunition.

725,000 books of matches inserted into mailing cartons.

160,000 golf tees inserted into books. Obtained from match manufacturers and advertising agencies. Advertising sent to customers and prospects.

360,000 parts assembled into electrical fittings. Obtained from Electric Fixture manufacturers.

17,200,000 sections assembled into lamp crates. Obtained from manufacturers of corrugated cartons.

In addition we staple—eyelet—affix seals—collate and fold.

Final: for the year 1949:

Total Net Sales	$34,000.00
Wages paid blind	$24,400.00
Expense over income	$ 1,300.00

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RESPONSIBILITIES OF REHABILITATION WORKERS TO THEIR CLIENTS AND TO THEIR PROGRAMS

C. F. FEIKE

Director of Vocational Rehabilitation, Board of Education, Salem, Oregon

Being invited as a speaker on this occasion is certainly an honor and I am just human enough to appreciate the recognition being given to me as a representative of rehabilitation workers. This thing called rehabilitation is not a new science that came in with the new deal, but it has been going on for thousands of years. The Good Samaritan attempted to do some rehabilitating of his fellow man, and some primitive warriors of the caveman era rehabilitated themselves by learning to throw a spear with the left arm when their right one had been damaged. But it has only been during the comparatively recent years that rehabilitation has been raised to a scientific level; and it is indeed fitting that we should talk about our responsibilities, our task and our functions as workers in the many communities, large and small, across this nation. This topic is as wide as the mid-western prairies, so I will not attempt to more than touch on one or two of our more specific responsibilities and try to give you a concept of one man's opinion of the necessary capabilities of a rehabilitation worker. It will be my desire to develop the point that responsibilities of rehabilitation workers include more than set tasks of performance for clients and for the agency, but also include an obligation to the community, to the state and to the nation. The natural ambition of a person to help his fellow man is not nearly enough if we use that as a criteria for the selection or grading of rehabilitation workers.

With the passing of the lush days of quick placements and multiple employment opportunities during the war and in the immediate post-war period, we have come again to an era of keen competition requiring that every worker be a competent producer. This matter of responsibilities is an appropriate subject at this time, that we might take stock of ourselves and then take such steps as seem necessary to be sure that we are prepared to the nth degree to adequately fulfill our responsi-

bilities. In indulging in this self-appraisal, if are critical of ourselves and our agencies, I believe that it should be a "within the family" type of evaluation and I trust that my remarks today will be accepted as coming from a member of the family.

Many of those attending this conference are pioneers in the field of rehabilitation and have made outstanding contributions to the development of the program for the blind and the otherwise disabled. Even though you might have entered the ranks of rehabilitation workers only recently, within the past three or four years, you have had a hand in the development of a really worthwhile program for the blind. Across the nation, workers for the blind have opened the eyes of those who see, by drawing attention to their work, their needs and their plans for the future. The blind have led the sighted to their door step. The contribution of rehabilitation workers for the blind is reflected in improved programs for not only the blind but also the otherwise disabled.

My experience in the field of rehabilitation has been restricted to a great extent to the general program of rehabilitation, serving those clients who are disabled by other than blindness. So, in preparation for this meeting, I have searched diligently and read extensively in the volumes dealing with problems of the blind, much as a person might do if he were preparing for his masters or doctorate. But after an extended period of study and deliberation, I have come to the conclusion that the responsibilities of the rehabilitation workers for the blind are no different than those who are serving the sighted; and I therefore feel more at home in discussing this topic which should apply to all workers who are engaged in this field of vocational rehabilitation.

In approaching this topic, one cannot overlook the several publications dealing with the qualifications of staff personnel, the duties and the in-service training necessary, when considering the responsibilities of rehabilitation workers; and, even though such technical information is available to all of you, I wish, in a moment or two, to review briefly some of the specific qualities that we expect to find in all rehabilitation program workers. Although these qualities are most important and essential, they must be combined with other ingredients, such as loyalty, enthusiasm, a broad understanding of the over-all problem of rehabilitation as distinguished from the routine tasks that for some take the pattern of ruts and drudgery. Every rehabilitation worker must realize early in his orientation period that the success or failure of the agency to perform its functions according to the plans of those who were responsible for its being established, and according to the needs of those who are to be served, rests squarely on the shoulders of the rehabilitation workers; and, by workers, I include the counselors, the business enterprise specialists, the training officers, the industrial placement counselors and others who are dealing directly with the client and the applicant. I am, of course, presuming that the agency administrator and supervisors make every effort to put over this broader concept so that each worker knows that he is an important member of the family filling a position of responsibility.

A program may be headed by the most dynamic of directors or supervisors capable of spellbinding his commission or board with a glowing word picture of goals and accomplishments. He may be able to influence the legislatures to appropriate magnificent sums of money, to develop a fine state plan, an excellent manual of operations, and carry on an outstanding informational service to acquaint the people of the work in all communities of the state; but all of this is but decoration and of little value unless the workers, counselors, placement personnel, training officers and others who are actually in the field are fully aware of their responsibilities, know their job and take every pain to do the best job possible.

We have heard too much of the cry for greater quantity, larger case loads, more rehabilitations—and it seems that this might be a good time to change some points of view and show this program of rehabilitition on a quality basis by doing a careful, complete and a more permanent job of rehabilitating our clients. Let's build our houses of stone instead of straw. We are at a crossroads in this work and whether we detour down a side road as a "do good agency" or whether we proceed up the highway toward a goal of

professional standing by attaining acceptance by our co-workers in the field of medicine, education, welfare and health is dependent upon the rehabilitation workers themselves.

The setting of agency standards is closely tied in with this matter of responsibilities of the workers to the clients. It should not be expected that a counselor in one state should carry a case load of 125 and produce 30 rehabilitations a year when a counselor in a neighboring state has a case load of 75 cases and effects the closure of 15 cases. It would seem apparent that the clients in state number one could not have received the services when the time and funds were distributed so thinly. In the general program of rehabilitation, a standard has been established for the distribution of the federal appropriation with such factors as 150 cases in an in-service status and a production of 50 rehabilitations per year per counselor. These are arbitrary factors based upon an average of experiences, but there can be no fair distribution until much closer attention is paid to standards of service to learn more accurately the cost and time that should be made available for each client. Funds are distributed to agencies for the blind on the formula basis of 18 rehabilitations per counselor, but who can say that a figure of 16 or 20 might not be just as accurate.

It is only by paying close attention to serving each accepted client according to his or her need that the agency can eventually show its need for staff and funds. The services must be sound and stand up under scrutiny as more than just welfare services or temporary placements if they are to be of value in the establishment of standards or if they can be regarded as fulfillment of the responsibility of the counselor to the client.

The state-federal program of rehabilitation has come a long way since the passage of Public Law 113 in 1943. Considering the variety of programs in the 48 states and two territories serving the handicapped in all the disability groups, with some agencies combining both the blind and the general program, and with a total of 68 agencies, each striving to do its particular job, the progress made has been phenomenal. The services rendered the individual clients have, on the whole, been of high caliber; and so, with this solid beginning, it seems a good idea that we take stock of ourselves to see if we are meeting our responsibilities in all areas, and make such improvements as are possible in spite of limited funds and oversized case loads which prevent our doing more than a scratching of the surface as far as the over-all job of rehabilitating the disabled is concerned.

Without any question or doubt, I would say that *the greatest and most important responsibility of all rehabilitation workers is that of knowing what their responsibilities include,* of accepting those responsibilities, and then taking the steps necessary to equip themselves to perform those responsibilities.

Comparatively speaking, the position of the rehabilition worker is somewhat new as a profession. Basic training has been limited and the courses given in institutions of higher learning have been few—none of which have led to a degree such as that granted to the individual who completes his work in medicine, law and the many other professions that require a specific academic background. Rehabilitation workers have been hired by a great variety of methods and many times the employment was based on their very sincere interest and desire to follow this work as a career. We know that not every person is temperamentally fitted for our work. Not all are equally resilient under the pressures of daily problems. All of us, upon some occasion and in varying degrees, experience feelings of irritation and frustration. Our work requires the expenditure of a great amount of energy—physical, mental and spiritual. It involves difficulties, serious problems, and occasional failures; and, unless our successes far outweigh our failures, unless most of our problems are solved, and unless we could thrill to the rehabilitations accomplished, it would be well that we resign lest we ourselves become clients. We know, also, that all people cannot progress and develop at the same rate of speed, and some of us might follow outmoded methods and get into ruts of routine that result in our doing no better than a mediocre job for even those clients who have need for but a minimum of service.

And so I would say that the basic and most important need in any rehabilitation program is that the workers be thoroughly

prepared to arrange for the services needed by their clients, whether they are purchased services or those obtained from and through other agencies. One of the most disastrous things that can happen is the assigning of a client or the exposing of a client to a rehabilitation worker who, because of being inadequate, stalls, delays action and lacks the ability to properly perform the job that he has been hired to do. The more serious the disability, mental or physical, the more adequate the worker must be. The sooner all rehabilitation workers learn their responsibilities to the client and to their agency, the faster they will be able to take those steps necessary to accept their responsibilities. The job of a rehabilitation worker is professional. It requires continued study and research. After mastering the basic fundamentals that have to do with the law, the mechanics of form filling, and the development of certain techinques, there must be a fulfillment of that professional curiosity that will lead them to the capacity for doing a better job. According to reports received from many of the general agencies and the workers themselves, it is rare that the rehabilitation worker feels entirely prepared and equipped to efficiently serve his case load in all areas of the rehabilitation processes.

The job of the rehabilitation worker has responsibilities that differ from that of any other. Although the work is exacting, it is not a precise science in the same sense of most skills. A chemist mixes certain compounds in the exact proportions to successfully make a certain dye or a certain explosive—there is a right way and a wrong way—but only the one way results in the product desired. The surgeon removes the appendix or a limb in pretty much the same manner for all his patients needing such surgery because he follows tried and proven processes that have been found best. However, in dealing with the problems of people, we find that there are a number of ways to arrive at the same result and more than one way can be right. By the same token, more than one way can be wrong, and that is why there is that intangible something that must be acquired by social workers, counselors, business enterprise specialists and placement officers that sometimes is called a "know-how"; it is an ability gained by experience and diligent attention to the solution of problems of our clients.

So much for the necessity of adequate prep aration. However, I don't think it can be over-stressed. You have all heard that old saw about the necessary attributes of a successful salesman, requiring that the man be as tactful as a diplomat, as technical as a lawyer, as blasé as a politician, as shrewd as a detective, and so on. I contend that the successful rehabilitation worker must be all of these plus much more. He must be imbued with a real ambition to do a most difficult job that requires never ending training for self-improvement. His vision must be keen even though he cannot see. He must have unlimited patience and yet be forever forging ahead toward immediate objectives. Yes, the job of a rehabilitation worker is a challenge to the best, and none of us can call ourselves successful unless we are sincerely devoted to the job and strive continuously for growth in this work. We might well regard ourselves as apprentices working toward a journeyman's rating, and attainment that requires our full and complete effort.

In broad terms I have indicated the importance of a rehabilitation worker's job; now let us dwell for a moment on some of his specific responsibilities, that we may see whether or not they spell out quite a man-sized task if the job is to be done right.

Starting with the counselor and assuming that he has met certain qualifying requirements, that a period of orientation has taken place, and that regular status has been achieved, we expect him to undertake these responsibilities: First, he must determine eligibility and feasibility of the applicant. This task is not an easy one. Medical information must be obtained through examination and consultation; social and employment background must be explored; school records and psychometric tests are other considerations. The attitude of the family and community regarding the client, the past and present standards of living, and the consideration of how realistic the occupational objective is in case the client has one in mind, are all important ingredients of case diagnosis.

Dependent upon the findings in this series of steps rests the decision as to whether

services are provided or not provided, the extent of services and the manner in which they will be made available. This is a most important phase of the program for every client accepted. It is one of the major pegs upon which we hang our title as professional workers, and it calls for skill and expediency. The obtaining and use of sufficient clinical and objective data for justifying the plan—not the protection of the counselor, is the motto adopted by some agencies.

The crux of all this work-up is the use that is made of the information. If it is obtained, is it carried around in the head of the counselor, is it written out in the folder and placed carefully in an alphabetical file, or is it actually analyzed in a logical and realistic manner to make possible a program that is in keeping with the needs and the desires of the client? The reasoning back of feasibility for any particular vocational objective is one of the most important elements of a client's file. It is the backbone and justification for the expenditure of time and money. Such justification might sometimes be the difference between a man entering a broom shop as a sheltered worker or becoming an employee in competition with sighted workers and earning a scale of pay sufficient to care for all of his living requirements.

Another major responsibility is the providing of that assistance that will result in a good sound rehabilitation plan. Dependent upon soundness of this decision, which must be mutually agreeable to the client and the counselor, we must base the value of the counselor and the worthiness of the agency's program. This decision might well be the difference between a long tragic delay and adjustment—economic and otherwise—and a more or less normal, logical, step-by-step return of the client to a satisfactory place in the community. Keen observation of every detail is required of the counselor at this point. The use of and the knowledge of community resources—welfare, health, social and so forth—must not be overlooked. Occupational information must be a finger tip service, in order that sound and practical judgment can be exercised. At this point in the counselor's relations with the client, each step must be taken carefully just as the artist painstakingly puts those final touches to a canvas that is to be an exhibition piece, or as the mathematician rechecks each figure in a complicated equation before he fits it into the over-all problem that is being solved. Along with these steps, the physical restoration needs, if any are needed, become important factors in the planning for clients.

The counselor must determine whether or not the impairment is static, that there is a medical, surgical or psychiatric treatment that will remove or improve the condition and that there is an employment handicap involved. Medical consulation is, of course, obtained and the doctor becomes a part of the team. But the counselor is the person to make the determination regarding the providing of such services. Again he must take precaution that long needless delays be prevented. The best services in the state should be a routine matter with which the counselor has full knowledge and complete capacity to arrange for them.

Along with the providing of physical restoration services, the counselor gives simultaneous consideration to the need for additional rehabilitation services which are just as important as the making of the rehabilitation plan. I refer to pre-vocational training. Job success and satisfaction is dependent to as great a degree upon personality factors as it is upon techincal skills, work background or the intelligence of the individual. This principle applies to the sighted as well as the blind, but all too often we forget that the employer and fellow workers judge our clients as much on social behavior and appearance as they do on technical skill. Unless the counselor can work out a plan for the client to meet certain social demands, the providing of a technical skill is wasted effort.

All of us know of cases whose training or employment was either terminated or threatened because the individual talked too loud and too long, allowed himself to permeate that well advertised B.O., or was offensive because of bad breath. I can imagine that a blind person would not long be retained if he got lost on the way to work frequently and was late, or if he wore soiled clothing, sox that were not mates and overlooked the wearing of an artificial eye or frosted glasses

if his job were in an office where meeting the public was necessary. Many plans have gone awry because of failure of the counselor to give sufficient consideration to this responsibility.

To name just a few of the pre-vocational services that should be provided according to the particular needs of the individual, I believe that these are musts: He should bring about a good attitude of the client concerning his personal and social adjustment. He should arrange for the client to work with the materials and the equipment as much like those he will experience in his rehabilitation objective as possible. He should see that good work habits are acquired—punctuality, good conduct, personal hygiene and appropriate clothing are but a few of the characteristics demanded by employers. A recent bulletin by the Office of Vocational Rehabilitation spells out the importance of this responsibility in considerable detail. In the general program of our state, a bad situation was narrowly averted recently when we learned that a young deaf client of twenty-two was reporting to work on an on-the-job training situation at any time that he felt so inclined, whether it was 9:00 a.m. or noon. After receiving this report from the training agency, the matter was discussed with the young man and we learned that he had never been impressed that when he was an employee he became an important cog of the machinery and unless he was there to perform his task the machine could not operate efficiently. After we had pointed out the danger of his losing the job and had made suggestions that he could follow in getting a baby sitter to care for his child while his wife was out, he became a much more potential body and fender worker and acquired a habit that had not been acquired during his years at an institution. The matter of travel ability and the need for quick orientation according to the requirements of the working environment are also pre-vocational considerations that apply to the blind. In the general rehabilitation program, the services of rehabilitation centers are used or special facilities maintained in tuberculosis sanatoria, and sometimes private tutors are employed in order to obtain for the clients satisfactory prevocational training. In agencies for the blind, I understand that counselors can call upon the cooperative facilities of service centers for the blind and trade schools maintained by state commissions for the blind.

According to the size and the policy of the agency, the staff of rehabilitation workers is made up of various specialists. I have briefly mentioned some of the high spots of the rehabilitation counselors' responsibilities. Whether the same worker is also a placement counselor or a business enterprise specialist, the need for special skills, infinite patience, persistent optimism and unlimited initiative are all necessary. Just a glimpse of the attributes expected of an industrial employment counselor should convince anyone that the responsibilities of that job, if the client is to be properly served, are such as to eliminate any but those with a great capacity for work and also a real devotion to it as a career. This worker must know intimately the industrial resources of his district, the names of plant managers and superintendents, the size of the business, number of employees, kinds of items manufactured or processed, availability of transportation to the plant, wage scale, constancy of operation, etc. He must establish close working relations with those who have authority to hire by bringing about a company policy favorable to consideration of the disabled for employment. Plants must be surveyed and demonstrations made to show that performance can be expected. Cooperative relationships must be developed and maintained so continuous placement or replacements can be made and so all the details of supervision, adjustment of the worker to the best advantage, and the myriad other considerations can be handled without embarrassment and will be accepted as a service to the plant as well as the client. In addition to building community relationships by meeting with groups, giving speeches, and showing movies, distribution of bulletins and pamphlets, he must have the skill and ability to select likely jobs which may be performed without sight, meet with and get along with every grade of plant personnel, secure the confidence of everyone concerned with his activities, and must possess other attributes too numerous to list here.

Almost all of these responsibilities must pertain to the business enterprise specialist also, and in addition there must be a specialized knowledge of merchandising, salesmanship, display and design.

One can readily see that the rehabilitation worker must be an example of resourcefulness if he is to carry out his responsibilities. He must develop more than a specialized lingo that supposedly impresses the client and the employer and opens doors of opportunity with magic words whose meaning is often vague even to those who use them.

By the time the disabled worker, whether blind or otherwise disabled, has his first interview with a representative of the rehabilitation agency, there is no question but what this is a really important occasion in his life. In many instances, it has taken a great deal of courage for him to seek out the rehabilitation office, and he had only a vague idea as to what services he might receive or the steps that must be taken in order for him to become a beneficiary of this government organization. Through conversation with friends, the disabled person may have a vague idea of a most complex office that requires intricate manipulation of forms and documents that would transport him from a status of dependency in drab existence to that of a sunshiny land of opportunity where there are no pains or unhappiness but only the clear sky such as those that are shown in the advertisements for Southern California. In any event, almost all applicants have hope for help that might well spell the difference between idleness at home or in an institution and a life of busy productiveness for which pay will be received and which in turn means the acquiring of some of those necessities and those luxuries that have been but dreams in the past. And so the rehabilitation worker has a continuous responsibility from the beginning of the first interview through the processes of counseling and guidance, arrangement for pre-vocational services, arrangement for proper training and finally good placement and follow-up.

In practically every phase of a program, the rehabilitation worker can be compared with the traffic expert who keeps a cargo or shipment on the right track that it may reach its destination by the shortest route and in the best possible condition. Any railroad or trucking line would soon lose its business if they allowed a perishable shipment to be sidetracked for an extended period of time which would result in a lower market value of the merchandise. To carry out this simile, one might contemplate upon the harm done if counselors, because of inadequacies, caused a client to lose confidence or caused him to enter the wrong occupation, or for some other reason allowed an extended delay in the undertaking of an objective plan for the reaching of a goal that should have been attained by simple, direct and definite steps. One of the common illustrations used to decribe the faulty counseling that I have just mentioned is the story of the three boy scouts who when asked whether they had done their good turn for the day all replied in the affirmative. The first one said that he had helped a little old lady across the street. The second said that he had helped the other boy in taking the little old lady across the street, and the third one stated that he had helped the other two boys escort the little old lady across the street. The scoutmaster congratulated the boys but asked them why it required the efforts of all three to take a little old lady across the street, to which one of them replied that the little old lady didn't want to go across the street.

Without any doubt, the major responsibility of any counselor is that he be able to render a real counseling service, whether it is embelished with a nicely written up test profile and a case history typed out in neat pages that make up the filing system or whether it is a serious consideration of the assets and liabilities of the client that are evaluated according to the needs in a progressive step-by-step procedure for the arrival at a mutually agreeable plan of rehabilitation. It is certainly being elementary to say that the client must give real approval and have a wholehearted desire to enter upon a plan, the details of which he or she has a complete understanding as well as a part in the preparation. Why, I have heard, indirectly, of course, that some clients have been talked into entering a job placement situation simply because it was a job opening available for filling and this brought about a change so that the client became a statistic and could

now be compiled. I am sure that there are none now employed in the field of rehabilitation but who are thoroughly familiar with good counseling procedure. Whether we use the direct or indirect technique, it is necessary that the client make the decision whether we agree with him or not. But these decisions should not be made until after the counselor has made available for consideration the findings that were developed in the counseling processes. The subject could be debated at great length as to the degree the rehabilitation counselor should participate in the client's selection of an objective. But on one premise we can be sure, the final results cannot be satisfactory if a client is coerced or forced into an employment or training program. He must understand, accept and actively take part in the making of the rehabilitation plan.

Considering the controversial issues that have arisen relative to legislation on rehabilitation on a national scale, there is probably no more appropriate time for us to ask ourselves what responsibilities we have as rehabilitation workers to our respective agencies. These are hysterical times of perturbed minds, hot wars, cold wars and frustrations. Factions draw up lines of battle, many of which have nothing in their code that allows for consideration of the thoughts, the rights or the ideas of others who are not members of their camp. David Lilenthal, a man whom I regard as one of the most outstanding public servants of our generation, has a phrase in his book entitled "This I Do Believe" which I think we could all say more often. The phrase is "I'll go along"—a phrase that expresses an action that could well be spoken by more people and parties at this time when many minds are confused—an action that would allow that we listen though we may not agree—an attitude that would keep solid the right to be different but would make for tolerance and an open mind to new ideas. It is that, upon which progress is built.

Probably as good an example of this "I'll go along" attitude as could be given and be applicable to representatives of rehabilitation is the conduct of committee members of the States' Rehabilitation Council. Throughout 1948 a number of meetings were held for the purpose of drafting the regulations for the operation of our state-federal program of vocational rehabilitation. The federal office gave us the assurance that every consideration would be given to the recommendations of this committee. The agencies for the blind, the combination agencies, and the general programs were represented, with regard given to geographic location as well as the large and small agency.

In the development of such a large assignment, it can be readily realized that all members of the committee could not agree on all phases of the regulations, and, in fact, no two representatives could entirely accept any one set of provisions as the most ideal. Nevertheless, with a spirit of cooperation and an attitude of give and take, it was possible to accomplish quite a satisfactory job in one year, after having been sidetracked for the three previous years by controversial trivialities. These regulations set up by that committee are the ones that are in effect now, and although there are some flaws remaining, they are the result of someone's saying, "I'll go along."

The same process was followed in the designing of a formula for the distribution of federally appropriated funds to the states. A fair attitude with concern for the problems of all vocational rehabilitation programs was the spirit through which the Omaha formula was worked out. Selfish and nearsighted action by such a committee could never have made possible nearly so equitable a distribution of the paltry dollars available for our program.

A professor in the school of law at Harvard mostly aptly expressed his point recently while pointing out the fact that the state exists for the good of and the service of the people of which it is made up, rather than being a thing of idolatry coming first and for which all people served. He presented figures to show that there were about 1/10 of 1 per cent of our population who are communists who are intent upon changing our way of life. He pointed out that with a crowd of 20,000 people in their football stadium at Harvard, that would amount to a total of about 20 communists threatening the comfort and happiness of 19,980. Certainly if that number could not protect them-

selves from so small a group there were always the police, the army, navy and the marines. And then he concluded, "Shades of Valley Forge and Iwo Jima, if we can't keep this the land of the free—let's at least keep it the home of the brave." To be critical of one another is most permissible, but we must believe in the right to be different.

To illustrate my point, I refer to that great architect, Sir Christopher Wren who is buried at the Cathedral of St. Paul. Carved upon the stone at his grave are the words, "If you would see his monument, look around." The Cathedral is one of many great buildings designed by this great man, and it is interesting to know that when he proposed that it be built without pillars to support the inside he was voted down, as it was the belief that it could not be constructed without the usual supports without having the ceiling and room cave in. Although he attempted to explain that the pillars were not necessary, they insisted that they be included, and so he built the Cathedral with pillars; but, in doing so, he was careful to make each pillar a fraction of an inch short so they do not support the roof nor are they needed to support the edifice. This might well be regarded as another example of the need for a broader point of view by some and the willingness to say, "I'll go along" by others.

The program of vocational rehabilitation as a whole, made up of the individual agencies great and small in all the states and territories, can be effective, complete and truly a service for the handicapped only to the extent that each of us fulfills our responsibilities. The days of letting problems solve themselves through lack of action, thru failure to take concerted action thoughtfully planned and substantiated, are past. This could apply to problems for the individual clients as well as the national program. Ours is a program that needs all of us in it to be pulling together with common goals and understandings. We need the courage to tell our commissions, our boards, our legislatures, and the public, exactly what we are doing, how we are doing it, and then ask for the tools to do the job right.

Rehabilitation is at the highest place since it became a public service, and we must have confidence and faith in its continued growth. We must strive with real sincerity that our clients may have that sacred human right—the right to work and provide for themselves—then there need be no fear of our ability to fulfill our responsibilities as rehabilitation workers.

CURRENT PROBLEMS IN DEALING WITH INDUSTRY

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In any discussion of industrial placement of the blind in our present day economy, one of the easiest tasks is the statement of the various problems confronting us; it is, however, far more difficult to formulate and put into operation, practical and workable solutions to these problems.

I would like to point out four major needs which must be met, as we go about this business of industrial placement of the blind. The needs are as follows:

More and better resources for the personal and social adjustment of blind clients

Better trained clients through the wider use of regular vocational training facilities

Solution of the union seniority problem for blind workers who have not had an opportunity to gain job seniority

Development of a better understanding of the blind and blind workers, by employer and labor groups

Is it not true, that few blind persons, when first making application for vocational rehabilitation services, are conditioned and qualified for competitive employment? The results speak for themselves when we place a client who cannot travel independently, whose personal appearance is poor, or who expects special privileges or considerations by his employer and fellow-workers because he is

* Visually Handicapped.

blind. In a new program, such as ours, opportunities for employment are far too difficult to secure, for us to risk them by placing a client in a competitive situation, hoping that the placement itself will enable the client to overcome his adjustment problems. Neither is it fair to our client to expose him to a frustrating employment situation, without adequate preparation and conditioning for the job.

Experience proves that the greatest number of job opportunities are lost through failure of the blind worker to adjust personally and socially to a competitive work-a-day world, while few job failures are a result of not meeting production standards and schedules. This quality is more tangible, and the Employment Counselor can usually determine in a short time, the client's ability to perform specific job operations. However, in any type of employment, continued success on the job depends on the over-all performance of the worker, and not merely on his ability to perform a routine job operation. There is yet to be born the Employment Counselor, who can put a client on a job, and then proceed to do the client's work, and also take unto himself the client's responsibility for personal and social adjustment.

When a blind worker must be removed from a job because of an adjustment problem, the results are certainly not good for the morale of the client, and many times the employer feels that the Employment Counselor has sold a "bill of goods" which did not stand up to the claims represented by a program "selling" units of efficient blind labor. Oh! yes, we Employment Counselors say we are obligated to secure every possible job opportunity for our clients; but we are much more obligated, in order to perpetuate a program of industrial employment for the blind, to place on jobs, clients who will not only meet production schedules, but in addition, clients who have learned to accept and live with blindness.

By this time, you are no doubt wondering about solutions for this problem of personal and social adjustment. I do not have the answers; if I did, I would not be an Employment Counselor for the Blind, but would be somewhere up there on cloud 16, watching the rest of you barking your shins on fire plugs, sliding down tile excavations, or by mistake, getting into the wrong rest room.

Seriously, there is a great need for adequate adjustment and pre-vocational centers for the blind. The term might better be adjusting or rehabilitation centers, as the client must make the most of the opportunities to meet his individual needs, rather than following a prescribed formula. There are many opinions regarding just how such a center should be organized, but it certainly should provide these opportunities for the client:

1. An understanding of his makeup as an individual,
2. An evaluation of how the handicap of blindness affects him as an individual,
3. Guidance, counseling and training based upon a realistic evaluation of factors 1 and 2.

Without organized preparation facilities, there is only one other solution for the Employment Counselor. He must do the best he can in selecting a client for an industrial job, and after placement, maintain a consistent, realistic follow-up service in order to make certain that the blind worker is all we maintain he can be, or if necessary to remove the client from the job if he does not meet all requirements of his employer and fellow-workers.

When a worker must be removed from a job, it is well to explain to the employer that the same difficulties arise with his other workers, but the problem usually seems magnified when a blind person is involved. This procedure will usually leave the door open for the placement of another blind person. An employer to-day, will usually not assume the responsibility of personal and social adjustment of a blind employee, and it is most important that the Employment Counselor remain close at hand when a client is first placed on a job. Problems can be worked out quickly, or the client removed from the job opportunity, indicating to the employer that the placement program provides a real service.

Our second need is for greater and more efficient use of regular vocational training facilities for the blind. Many of our clients have not had a variety of vocational training, and for those who lose their vision as adults, it is often necessary to make a change from

the previous job experience, and additional vocational training is necessary. The industrial placement of the blind, where the client has no training or experience is extremely difficult in to-day's labor market. Statistics which show that a large number of our placements in industry include such jobs as assemblers, packers, etc., are a good indication that we are not yet shooting high enough in our vocational training goals.

We offer two suggestions which may help with this problem. In most states, it will be the job of the Employment Counselor for the Blind to develop greater use of regular vocational training facilities for his clients. In the past, many of these facilities have been overcrowded with G.I. training, but this situation is now easing, and we should have greater success in making use of these resources. It is our opinion, that a good demonstration in the various shops, and with various machines and equipment by the Employment Counselor, will do much to break down the resistance of the schools toward training blind persons. The basic problem seems to be for the instructor to recognize that many operations in the shop can be done safely and efficiently without the use of sight.

For our own in-service training, and in order to keep up with the many changes in industrial methods, it would be well to contact vocational schools from time to time for a demonstration on or survey of new machines or equipment. This procedure will also develop a relationship with school authorities and school instructors, so that a training plan for a client in the area may be quickly developed when such a program is required.

On-the-job training also can be developed, especially for those clients who lack experience in an actual work situation. By using this type of training, we can present employers with a sound, business-like proposition, and the client is trained in an actual job situation. During the training period any difficulties can be worked out, and a more stable placement will result. If the client is unable to meet the particular job training situation, then the Employment Counselor has determined certain factors which will enable him to place the client in the proper training or employment situation.

Lack of union seniority on the part of most of our clients is another major difficulty which many Employment Counselors meet, especially in highly industrialized areas. The question of union seniority has been discussed pro and con in almost every meeting of Employment Counselors which I have attended. No one as yet has offered us a panacea to lead us out of the wilderness on this question. The answer is probably hard work on our part, and a better understanding of the problem by labor unions.

One of the fundamental principles for which organized labor has fought for years, is that of basic time seniority for workers on the job. We cannot fairly expect labor to weaken their position, by asking that a blind worker with no seniority be given employment, while other workers with seniority remain unemployed. If we attempt to circumvent labor's basic rights, we will create bitter opposition to our program of employment of the blind.

While it is definitely not the answer to all situations, we would like to present the following example of meeting the union seniority problem. An employer was contacted for a job opportunity, and after explaining our program, management expressed an interest in finding a job in the plant. After a survey, several assembly jobs were found to be suitable. At a second meeting of the employer, the personnel director, and the Employment Counselor, the fact was brought out that approximately thirty workers, holding time seniority rights, were unemployed. The employer stated that if the union would agree to bypass this list, he would give the blind client immediate employment. Being rather enthused, we attended a union meeting, where the matter was fairly and fully discussed. The members in general, felt that it would be unfair for the employer to hire a worker with no seniority, when thirty workers were still unemployed. The union members did, however, unanimously agree to sponsor our client as the next new employee on a job which could be done without sight.

It will no doubt be several months before the seniority list is exhausted, but we hope eventually to secure the job opportunity. Furthermore, we are satisfied that the program of employment of blind persons has gained friends and a better understanding

through this type of relationship with management and labor. In general, we believe this is a sound policy in dealing with the seniority problem, and all parties concerned are usually interested when it is explained to them that an organized employment program for the blind is only a few years old, and most of our clients have not been given the opportunity for employment, even though there are many industrial jobs which can be done without sight.

Another good policy is for the Employment Counselor to offer his services to management and the union when an employee loses his sight through accident or disease. The worker may be trained to do his old job without sight, or the Employment Counselor can find other job opportunities in the plant.

The fourth and last problem needs little discussion, but is most fundamental in bringing about a greater variety of job opportunities, and more secure economic existance for blind persons. The need is for a more effective educational program directed specifically to persons who can open up more job opportunities. Much of the effective responsibility for this program rests with the Employment Counselor, as it is through his many personal contacts, his example and demonstration as a well adjusted and qualified blind person, that a successful placement program for the blind will be maintained and expanded.

Our best suggestion on this point would be that the Employment Counselor and his Agency, carefully select and prepare publicity, and direct this information to specific effective groups who can directly assist in opening up more employment opportunities.

In conclusion, let us pass on this word of encouragement; in general, families of blind persons, communities, agencies for the blind, schools and classes for the blind, employers, and the general public, are realizing that in the past, the training and achievements of blind persons, have been limited by the assumption that the handicap of blindness means total and permanent disability in performing most of the normal functions of life; in other words, limitations have been created by assumptions. To-day the philosophy is changing to one of trial and error, not to set limits, but to allow each individual to function to his maximum capacity and desire, while the handicap of blindness affects his life only in proportion to his native and trained characteristics to reduce the disability to a minimum as a factor in influencing his real potentials as an individual.

Industrial job opportunities for the blind will increase in proportion to the preparation of the worker for the job, and his ability to meet all the conditions and requirements of industrial employment expected of the average worker, who is not handicapped by blindness.

RURAL REHABILITATION OF THE BLIND

HARRY L. HINES

Director, Services for the Blind, State Board of Control, Lincoln, Nebraska

It is common knowledge that a large percentage of the population of this country has a predominantly rural background. This is particularly true of those states west of the Alleghenys to the Pacific coast, and all of the southern states. I believe that investigation would show that the background of our blind people is rural to almost the same extent as the general run of the population in this country. We, as workers for the blind, have probably missed the boat in not taking advantage of this situation. This is particularly true in those states that have a predominantly rural economy—states such as Nebraska, Kansas, South Dakota, and most of your mountain states.

Because we in Nebraska have a very small amount of large industries, and because the industries that we do have are not often suitable for the placement of blind workers, we have found it necessary to seek out and explore every other possible avenue open for the placement of our blind rehabilitants. As you know, we have done quite a little work with the people in the field of radio and electronics. We have also found it expedient

and desirable to place many of our people in varied types of small business enterprises. I told some of you in Denver, a little over a year ago, of our success in placing a blind machinist in a small farm town where he specializes in work with farm machinery. During the past two years, we have also done a considerable amount of intensive study that we hoped would lead to satisfactory rural placement and rehabilitation. Much to our chagrin, but not surprisingly, we have learned that there is no pat answer in this problem of rural rehabilitation. Each case must be approached on an individual basis, and extensive studies must be made of situations existing in a given area, situations that include availability of raw and processed feeds, availability of a ready market, both to wholesale and retail sources, and the availability of land that can be purchased very reasonably or rented very reasonably. Also to be considered is the factor of competition on the part of sighted people doing similar work.

I should like to review briefly with you a few of the rural projects that we now have under way. We hope that this review will be helpful to you in situations of a similar nature in your area. One of our first projects of an agricultural nature was rabbits. Of course, we are all familiar to a certain degree with these projects. We in Nebraska feel, though, that we have an unusually favorable situation as far as marketing is concerned. Located in the little town of Aurora, Nebraska, is the Aurora Processing Company, one of the very few processing companies whose entire facilities are devoted to the butchering and packaging of rabbit friers and packers. Their demand for stock exceeds by far the supply that they are able to obtain. This is made for an ideal marketing situation, since this processing company is willing to travel up to fifty miles to pick up rabbits without making a charge for the service. In addition, if the producer is a greater distance from the processing plant than the owners care to travel, the plant will refund half of the shipping charges on produce shipped into the plant.

While most of this will seem like old stuff to many of you, I should like to describe briefly what we do in training and establishing our people in these projects. When we feel that a client is a suitable person for this type of work, we purchase a training unit of livestock consisting of twelve does and one buck. We always buy a sufficient number of hutches for this unit and allow for one extra hutch space to be used as a hospital in case of illness, so that the sick animal can be isolated from the rest. In addition to this, we make provision for a fattening pen to be used by the offspring after they have been weaned. In purchase of the training stock, we have insisted on New Zealand White since they command a higher market price and since they reach marketable weight more quickly than the others. A sufficient amount of feed is allowed to bring the first crop of rabbits to marketable age. Either county agents or representatives of the Aurora Processing Company are employed as a trainer for our clients doing this type of work. After the client has gone through the training process and it appears that he will be able to handle the project alone, we provide additional hutch space along with feeders, waterers, and other necessary equipment, making very sure that each client has all of the equipment needed to work with his project efficiently. Our experience shows that a rabbit project can be put on a paying basis when the client has seventy breeding does, and it appears that from 100 to 110 breeding does is the maximun number that a blind person can handle efficiently without sighted help. Under ideal marketing conditions such as we experience, a blind person should average from $1,500 to $1,800 a year net income with 100 to 110 does. I might add here that, in a project in Omaha, we have provided a client with a deep freeze unit that was purchased in order to make it possible for the client to butcher his rabbits during the week. He is then able to deliver fresh frozen merchandise to various retailers on Friday night or Saturday morning. Most of our people rasing rabbits are experiencing satisfactory success. I should say that one is having a hard time, and there appears to be nothing we can do about it since we seem to be unable to regulate his generous nature. I fear that too many of his neighbors are enjoying fresh domestic rabbit at no cost.

Another interesting experiment now in the process is in truck gardening. We feel that a blind person located very near a large city where there are many acreages, would find

it difficult to experience any measure of success in this particular type of work. However, some of you may be acquainted with our western Nebraska area, which is commonly referred to as sandhills. I might add that the area is very aptly named. Not too long ago, we ran across a blind man near the town of Valentine, Nebraska, a city of some 2,800 people. Valentine is located in the heart of the ranch country. The people living in that area are engaged in raising cattle on a large scale and do very little other agricultural work, excepting the harvesting of wild hay. There is only one highway leading into the town and only one railroad, neither of which afford satisfactory shipping conditions from wholesale vegetable markets. The blind man that we found there had done a very small amount of truck farming. It was just something to keep him occupied part of the time. It so happened that this man owned a small plot of ground, and through this plot of ground ran a spring fed brook. In addition to that, water is found very near the surface. Investigation on the part of the client's counselor indicated that grocers and people of Valentine were most anxious to obtain fresh garden vegetables, but it was almost impossible to get them. It was further found that, despite the dry, arid country, the soil would produce well if ample water could be supplied. Arrangements were therefore made for the construction of a well which would be used for irrigation, and the client was able to build a centrifugal pump to pump water from the brook. This agency has supplied gardening equipment, including a garden tractor and the necessary devices for tilling the soil. While the client is still operating on a small scale, it is felt that by next summer, he will be able to produce a sufficient amount of truck garden products to make it possible for him and his wife to get along nicely without his wife having to do work on the outside. The demand in this small town is great and the competition, because of the nature of the rural enterprise in the area, is practically non-existent.

I should also like to make mention during this visit to you of one of our latest experimental projects—swine raising. When we first started doing research on this type of thing, I was advised by the agricultural section of the University of Nebraska that we should never try this sort of work for a blind person. It appears that the good professor is concerned lest a sow at farrowing time become mean, as they are inclined to do, and attack the poor blind man, which might possibly result in serious injury. Of course, we, being farmers, were aware of this hazard and insisted upon obtaining information on the scientific raising of hogs. This information, of course, is available to all of us. We were aware of the danger to individuals in working with brood sows and started trying to devise a method of housing that would be practically fool proof. During this period of investigation, we were lucky enough to run across the house that filled our bill exactly. It is a portable proposition manufactured on an assembly line scale by a company in Wahoo, Nebraska, specializing in the manufacture of farm buildings. The house is six sided, and the inside is divided into six pens. In the center of the house is a brooder space that will utilize either an oil or electric brooder. There is also space in the center for a large water storage tank and for a small amount of feed storage space. Each of the six pens in the house is provided with automatic waterers and feeders. Each pen has an individual door. At the time of farrowing, the sow can be placed in her individual pen, which has been provided with an automatic door which allows the hog to go in and out of the pen at will. If a hog does not have the opportunity to go in and out at will, she will not keep her pen clean. After the pigs are born, they can get back under the brooder to enjoy the constant 72° temperature provided. The space is not large enough to admit the sow. This arrangement makes it possible for the farrowing of pigs during the off winter months, a month or two earlier than the usual farrowing season, allowing for marketing prior to the rush period and permitting higher market prices. Here again, county agents are enlisted as trainers as well as the local veterinarian. Provision is made for an intensive training of the client so that they will be kept up to date with the latest, most scientific methods of rapid hog fattening. It appears that one of these projects will be on a paying basis, mak-

ing it possible for the client to earn from $1,800 to $2,000 a year net when the client has a minimum of twenty brood sows, providing market prices remain essentially as they are now, and providing feed prices remain essentially as they are now. Our State Department of Agriculture has given us a letter indicating that in order to be properly trained in this type of work, a person should be supplied with three breed sows, preferably pure breds, and a sufficient amount of feed to carry the hogs to marketable age and weight of the first litter. Two years will be necessary to bring the client to a self-sustaining status. The cost per client will be approximately $2,000. If the grounds are properly maintained, a relatively small plot of ground will be adequate for hog raising. Because emphasis is made on rapid fattening of the hogs, too much running space is not desirable.

If I were to go into all of the details connected with each of the projects mentioned here, and the other projects we are working on in Nebraska, it would take up most of this evening session. I am sure that you have other more important things to consider. I should like to say, though, that we are now making studies of dairy situations in smaller towns, the raising of guineas for specialized markets, the raising of poultry for specialized markets, and I might mention that one of the counselors recently brought up the possibility of the raising of milk goats. We do not profess to be authorities on this subject of rural rehabilitation of the blind. We have barely scratched the surface, and we have a long way to go. The small amount of experience that we have had, though, strongly indicates that here is another field of rehabilitation that will provide excellent opportunity to many of our blind people under situations that are pretty much ideal. If, as time goes along, we might be able to give suggestions to you that might be helpful, or if we can supply facts and figures from our experience that might be of interest to you, we will, of course, be most happy to do so. When each of these projects reaches the point that we can write intelligently about them, we will probably make up case histories for distribution to whoever is interested. I should like to urge you who are having successful experience in similar lines, to do the same. Here is a comparatively new field that will be of much help to all of us, and I think that each of us can progress much more rapidly with close cooperation between agencies and the free flow of information between agencies.

I should like to say now that this is my first visit to a convention of this organization. It has been most pleasant. I am sorry that I have not come before, and I assure you that I will come often from now on.

PLACEMENT OF THE PARTIALLY SIGHTED IN INDUSTRY

*** OCTAVE J. BOURGEOIS**

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When Mr. Wood invited me to address this gathering and told me the subject was placement of the partially sighted, I at first was at a loss to understand how I would be able to handle this subject. However, upon reflection, I realized that my loss of sight was on a very gradual basis, during a period of about two years. My vision diminished from about normal to good travel vision, then to finger count, then hand motion, and eventually, total blindness.

According to the medical consultant of our department in Louisiana, a partially sighted person is usually one with a visual acuity ranging from 5/200 to 20/200, taking into consideration also those persons with so called "gun barrel" vision. Of course, we know from experience that this reading cannot be taken literally as quite often a person with 20/200 has no more use of this vision than a person with 5/200. Once again, it is the old question of adjustment to blindness.

Partially sighted persons generally suffer

* Visually Handicapped.

from visual limitation which fall into certain groups. There are those with spotted vision who cannot see the object as a whole but can only discern certain parts of it.

Then there are those with double vision who cannot discern the object as a whole but always see two objects, and when it is necessary to reach for an object, quite often try to pick up that one which is not the real object and thus cause involvements.

Some persons have only a half field of vision with severe peripheral restrictions on either the nasal or temple side. To properly utilize this vision it is necessary to turn the head at an awkward angle to perceive the object. Of course, this may be in either eye or both eyes.

Then there is our familiar and quite often encountered partial vision defect of color blindness. Color blindness is a real handicap in industrial placement of partially sighted persons, as quite often the job which can be done with the degree of vision a Client may have is usually set aside because of his inability to handle the color situation.

Nystagmus, a common difficulty found among the partially sighted, calls for close analysis of this person's ability to accept employment. Very often in the more serious cases all types of work involving eye concentration on small objects or limited areas must be ruled out. In placement of such a person it is wise when selecting training or job to consider him as a totally bind individual and set the objective accordingly. Deterioration of visual acuity, which is common in this type of eye difficulty should also be considered when selecting work for the individual.

Then there are the so called hot eyes; detached retina, glaucoma and high myopia. As you know these conditions call for extreme care in placement of a partially sighted person who may have great use of the vision he has, but should an employment counselor be careless in the type of placement for these individuals, it may cause considerable permanent damage. Stooping, reaching, lifting, bending and working under overly heated conditions should be strictly avoided.

The partially sighted person quite often has considerable difficulty in night travel when placed in industry. A totally blinded person, when placed in an industry, is accompanied from the time clock to his work bench, to and from the wash room, and wherever necessary, about the premises without question. Quite often, the partially sighted person who can come to the company's gate without assistance, offers quite a hazard to an industry because of fast moving floor and overhead conveyors, lift-trucks, and other employees moving objects about. Quite often, the partially sighted person requires several seconds or minutes of time in order to adjust to different types of lighting conditions and this is a matter which should be well explained to the entire personnel when a placement is made.

Other workers are prone to overlook the partially sighted worker's visual limitation because of the fact that he will be known around the town and gets around without any difficulty. However, in the industry where these hazards exist, this is another question and it is always well to call attention to the foreman to the attitude of other workers in order that they may be understanding and cooperative.

The ability of the partially sighted individual to handle himself at home and in his local surroundings with these causes his vision to be overrated. This often can cause him embarrassment as I have noticed that partially sighted persons are sometimes stubborn. By that I mean they do not wish to publicize their visual deficiency and wish to do things without asking instructions or advice. Instructions are usually asked by fully sighted persons. In working with your Client, notice for this trait and attempt to overcome it if you find that it exist.

Superintendents and foremen should always be cautioned about transfering the partially sighted person to another operation without a job demonstration by the employment counselor. Endeavor to impress upon the management your desire to cooperate with the industry and your willingness to be on hand at any time it should be necessary to transfer a partially sighted employee to another operation in order to eliminate any possibility of physical hazards or decrease production. The partially sighted individual is and can continue to be an efficient unit of labor if

the placement is one which has taken into consideration all factors mentioned before.

Quite often your Client may tell you that he is willing to accept employment "anywhere". Where this involves a family and moving to a strange locality where the wife and the children are unknown, great care should be exercised. The old saying, "The grass is always greener on the other side of the fence", certainly fits into this part of our discussion. A case to point out is that of a partially sighted man in Louisiana who was removed from his home community where he had been a farm laborer to an industrial city where he was placed on an assembly job which could only be performed by a partially sighted person. His wife had no friends in this city and his children were accustomed to rural surroundings. The small yard, no chickens or a cow to milk, soon caused the wife to long for home. After a period of about six months, although the Client was well placed in earning his substantial wage, he decided one night to return to his old home. They just couldn't take it any more. He gave no notice to his employer or the rehabilitation counselor in that area of the state or the employment counselor who had placed him. Possibly it would have been better if the partially sighted client would have been retained on a welfare grant for a longer period of time until a rural plan could have been worked out for him. Now, the industry is "sour" to blind labor and a complete reselling job has to be accomplished.

However, this should not always be taken as a fixed rule, because another case I recall is that of a young woman residing in a rural section where there was no industrial employment opportunities. Her only work was that of domestic, and because of her limited vision she was considered somewhat of a "Dumb Dora". Our home teacher called on her and discovered that she had considerable hidden intelligence, although illiterate, was able to accomplish a great deal with her. She learned hand craft, the use of cosmetics in the proper manner, and to make a long story short, she was removed from her rural community into an industrial community and placed in a laundry. Her period of employment only lasted for a year, however, because she met a brakeman on a railroad and in spite of her limited vision, became engaged to this man and today is married and has a home of her own. Possibly if this person had been left in her home environment this would have never occurred.

Then there is the partially sighted person who because of her visual limitation has personality problems. Unable to clearly see the expression on the fellow workers faces or the twinkle in their eyes, she believes that they are belittling her or her efforts. She becomes easily angered, creates a disturbance in her department and eventually has to be removed. Careful counseling and good psychological research may be the means of overcoming this condition. For a client who has no previous work experience, this point should always be mentioned, for when they leave the overprotectiveness of the home to enter the business world the change may be too sudden and too hard.

Then we have the partially sighted person who is near the legal border line of blindness. His sight has diminished in adult life, he always lived in a fully normal manner and does not wish to realize his visual limitations. When placed on a job, he continuously attempts operations he cannot satisfactorily perform. Due to his apparent good vision foreman and fellow workers are tempted to give him the chance and when he fails, do not realize that he has the visual limitation. Positive instructions issued by top management to the supervisory force regarding a placement of a person of this type may be the means of avoiding disastrous results.

In order to find out how much vision a partially sighted person has, I have developed the following techniques. I aways like to walk several blocks with a partially sighted client. In this manner, you can learn while holding his arm whether or not he has any unusual manner of walking, his ability to walk on the sidewalk without bumping into objects, and his ability to cross streets unassisted. During this walk in all probability you will pass under store canopies, where if he suffers from slow pupil reaction, this can be discovered. By inquiring about window displays with which you are familiar, you can judge his ability to readily describe

articles. If the partially sighted person has a habit of slouching or stooping the hand on the arm will certainly point out these characteristics to the alert employment counselor.

Finding a job for a partially sighted person is not too difficult. However, many of my fellow employment counselors told me that their problem is the same as mine—"keeping the partially sighted person on the job". Because of the fact they they have so much vision compared to that of the totally blind person, they feel that they can and should be able to do more than they are able to do. If you can establish good relationship with your client, wherein he will discuss this problem with you, and continuously maintain this relationship, the employment counselor can save many a headache for the client and for himself.

In conclusion, the type of partially sighted persons to whom I have referred in my discussion are those who have the ability to travel alone where the visual acuity may be in the category I have quoted as being considered partially sighted. If the client does not have the ability to travel about easily, I recommend that he be provided with a white cane and encouraged to use it, both for safety sake and easy identification as a blind person. One he has become accustomed to the use of the cane, it will eliminate a great deal of the stumbling which is done by partially sighted persons when stepping on and off curbing and walking along rough sidewalks. To overcome the stubborness which may be encountered, the employment counselor will have to exercise great tact and initiative, but it is, in the final analysis well worth the effort.

IS THE EMPLOYMENT OF BLIND LABOR A LUXURY?

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Not long ago one authority with nearly thirty years of experience in the field of rehabilitation made the statement that, "except in time of war there are only two communities in my area which will support a full-time blind industrial placement counselor. It may be possible that one other community might support an industrial placement counselor but it is doubtful." Unfortunately, there are many workers for the blind as well as rehabilitation agents who have a similar opinion on the subject and accordingly they are turning their energies and attention to other fields of possible employment, assuming that their premise is a sound and logical one. Apparently, we are forgetting a few basic but very important facts:

1. The number of factories in the United States that actually manufactured munitions and other materiel of war was small compared to the total number of industrial plants in the country.
2. When a blind person was placed in a factory that made uniforms, or in a plant that manufactured tanks, trucks or any other item that involved the use of common materials, the processes involved in the making of these articles are the same processes involved in the production of peace-time merchandise. A drill press that was used to drill holes in castings for a tank is operated in exactly the same manner as when used to drill holes in castings for a truck or washing machine. A lathe that was used to process machine parts for a gun or cannon is also used to process machine parts for a bicycle, coaster wagon, or some part of an automobile and is operated in the same manner. A sewing machine that was used to make uniforms is operated in exactly the same manner as one used to make suits, dresses, or overalls for civilians; and a washing machine used to wash clothes for military personnel or employees of a war production plant operates in exactly the same manner in washing clothes of persons engaged in peace-time occupations. The assembly of machine parts for a jeep involves

principles that are no different than those used in assembling machine parts for a touring car, radio, or a refrigerator.

3. We are forgetting completely the fact that our blind person is always placed on a job at which sight is not a factor in the production requirements and the worker is selected because he or she has exactly the same qualifications for successful employment as does the sighted person placed in the same job and because sight is not necessary in that particular job. Obviously, then a job producing materiel of war which did not require sight in war time and which is identical with a job producing these peace time goods does not require sight in peace time, or in a depression, and the blind worker is in the same competitive position as during war time. Furthermore, when suitably placed the blind person is as competent and as efficient as that same person would be if sighted and placed at the same job.

We talk loud and long about such things as: analysis of jobs and the selection of those occupations, particularly in production industry, where the loss of sight is actually an advantage to the worker; that the blind person is a superior worker because of his greater concentration on his work and his greater desire and need to be employed; recognition of the fact that securing another job is difficult if not impossible and, therefore, that when the blind person is properly placed he works more intently to be successful and is more concerned with success than is the average sighted person; we talk about loyalty, greater and more consistent attendance and so on and on. Do we mean what we say or are we simply whistling in the dark?

If a blind person, properly placed, is as efficient as that same person would be if sighted and as efficient as the average sighted person at the same task, then the placing of blind persons in the industries of the nation does not require a national crisis, or a world war; it does not require special legislation that will force employers to open their doors, and does not require a subsidy by government for the labor or the product of the manufacturer or a work relief project; but it does require the intelligent presentation of the subject and recognition, on the part of the rehabilitation or industrial placement agents, of the facts and as much as anything else it requires faith in the proposition and confidence in the ability of blind persons. No doubt it also requires more knowledge and skill in the analysis of industrial processes and in the presentation of the subject to the employer than is possessed by those who claim blind workers can only be placed in production industry in time of war.

If rehabilitation agencies or workers for the blind or both do not believe in the abilities of blind persons, they will never make placements. Every community has employer—employee relationships that are basically industrial in character. The employee may scrub floors, serve behind the counter, work in a garage or gasoline filling station, a restaurant, operate equipment in a plant manufacturing new commodities, or with equipment processing materials in service businesses such as a laundry or dry cleaning plant. All of these situations have conditions concerned with the field of industrial employment and we have all the factors involved in the placing of individuals, blind or sighted, as wage earners.

Large cities, if a city of one-half million popuation could be called large, and highly concentrated industrial areas do not possess all the empoyment opportunities in the industrial field in any state or in the nation. In fact, employers having the greatest industrial labor force are frequently more difficult to persuade than are employers with small labor forces. Many industrial placement agents secure their best results, in fact most of their good placements, in small organizations. The factory or organization that employs five or six persons may have a much better employment opportunity for an individual than the largest industrial plant in the State. The small businessman may be located way out in the country that is accessible by special bus transportation, and it may be a much better place for a blind person than the center of a busy metropolis.

A few years ago a director of a State agency for the blind became interested in the history of the industrial placement of blind

persons in the United States and began an investigation of this subject. He states that the earliest written record he has been able to find of a blind person at work in production industry in the United States was recorded about 1907. There seems to be a certain amount of general understanding among workers for the blind that industrial placement began even earlier than this but like workers in many other fields too little attention was given to the maintenance of records. During the period of the first World War, 1914-1918, considerable impetus was given to the employment of blind persons in ordinary industry and workers in the field believed that employers would maintain an open door to the consideration of blind labor after the war ended. Immediately after the war in 1918, the principal centers of activity in the employment of blind persons in ordinary industry seemed to be Chicago, Cleveland, Detroit and Milwaukee. The reports of the biennial conferences of the American Association of Workers for the Blind show that some thought was given to the subject during the period from 1920 to 1940 but there is a general impression that while the placement of blind persons in production industry was desirable and necessary; yet it was an ideal that was not easy to achieve. The only agency for the blind in the world that gave any serious attention or consideration to the subject during this twenty-year period was the Canadian National Institute for the Blind whose main offices are at Toronto, Ontario, and the agency maintains divisional offices in all the provinces of Canada.

According to the records of the Canadian National Institute for the Blind, the employers of industrial labor in Canada did not look upon the employment of blind persons as something that required a war to justify because that agency made a considerable number of placements during the worst years of the depression and proved that a blind worker is an efficient unit of labor at any time. During this period the staff of the Canadian National Institute for the Blind placed blind workers in plants that had reduced the number of employees very much below their usual peace time quota. Many factories were down to twenty-five per cent or less of their normal staff and yet blind persons were placed at production processes in competition with the average sighted worker and the records of the agency indicate that no apology was required for this activity. The result of this campaign of placement during the depression years educated the employers in Canada to such a degree that when the war developed in 1939 and Canadian plants went into war production, the blind staff of the Canadian National Institute for the Blind had difficulty in keeping employers from taking on more blind workers in any one plant than experience had found to be good business on a long range basis. The staff of the Canadian National Institute had long since made a study of group placements in the United States and having had some experience of their own had learned that group placements are fatal to the continued employment of blind persons in any plant.

As a result of this long experience the placement staff refused to subscribe to the pressure of employers during the war and insisted upon a wide distribution of the available blind labor. Unfortunately, for blind persons in the United States during pre-war days of lend lease manufacture and the early days of the war itself, there was a shortage of placement personnel in the Agencies for the Blind and blind persons did not secure jobs in production industry in any considerable quantity prior to 1944.

It was only during the latter part of the war that the various State rehabilitation agencies assigned personnel specifically to the placing of blind persons in war industries and a considerable number of blind persons were thus given an opportunity to prove that they could compete with the average sighted person and that no special standards or norms in production had to be established for them. In fact, the files of the state organizations are fairly well filled with testimonial letters to the effect that the blind worker is an inspiration to his sighted co-workers, that his production is above the average, that his attendance and dependability are better than for the average sighted worker and so on in complimentary language. There is every indication that industry was convinced that the blind worker was not at the bottom but that he was so far above the top of

the labor barrel that employers had not seen him because they were looking beneath rather than above the top of the labor supply.

Estimates vary greatly as to the number of blind men and women employed in the industries of the nation prior to V-J Day. These estimates run as high as 5,000 persons. It was not altogether uncommon for industrial placement agents in the year of 1945 to state in their conversations that they had to walk down the alleys of manufacturing centers to avoid requests for blind workers in production plants.

With the end of the war, elimination of subsidies and reduced production, blind workers were laid off in the same order and in the same sequence as their sighted fellow workers. When plants reorganized their production schedules and began producing peace time merchandise most of these blind persons returned to jobs either in the plants in which they had made war time merchandise or they were placed with little difficulty in other plants but as the market, and as plants levelled off for long peace time schedules, many industrial placements agents found the placing of blind persons to be a little more difficult. They reported that employers who formerly were very complimentary had now returned to their pre-war attitude concerning blind workers. These placement agents are now seeking to make excuses for the non-placement of capable blind persons, in fact, they are not only making excuses for their own lack of achievement in securing jobs but some of them have gone so far as to supply prospective employers with reasons for not employing blind labor. Once again, we are returning to the stone age point of view where we accept without question the idea that the blind person is not a competent performer in production industry, that the blind person is not adequate for the job, that the blind person can only be employed during a national crisis in which government subsidizes production industry on a cost plus basis and, therefore, the blind person can be employed because the employer is receiving a premium for their work regardless of how inefficient or inadequate the worker, blind or sighted may be.

If the employment of blind workers in suitable occupations is not possible in peace time, then the entire principle of job analysis and matching the skills of individuals with the requirements of the job is wholly fallacious and shoud be discarded. Regardless of economic conditions, the employer of labor is always interested in competent, capable personnel. There has long existed in our language and in our economic system an adage that, "there is always room at the top" and this applies to industrial workers in the same manner as it does to professional or any other type of worker in any occupation.

The employer is always interested in securing competent capable employees. Our responsibility then consists of properly analyzing an occupation and determining whether physical sight is an essential factor for performance in the major functions of the job and that make the difference between a full-time occupation or a part-time occupation. When we have ascertained by analysis that sight is not required for those functions which can be put together and performed in sequence and which make up a full-time job for the individual, our next responsibility is that of selecting the person who would normally work in that type of job and who has ability to perform the tasks which do not require sight and our third responsibility is that of matching the individual with the job and the environment and seeing to it that a satisfactory permanent relationship is established and maintained. Wherever there is a general population of one-half million or more in an average geographical area in which at least fifty per cent of the sighted workers are engaged in industrial or employer-employee occupations or jobs, there is need for competent industrial placement specialist for the blind. When this industrial specialist has developed employer cooperation with fifty or sixty employers there should be at least 100 blind men and women at work. The turnover of the number of blind persons on the register because of death, restoration of sight, and the number of persons who lose sight annually plus the maintenance of satisfactory employers cooperation will provide a full time job for that industrial placement specialist.

If this one-half million of general population is scattered over a considerable area

such as is the case in some of our western states like the Dakotas, Montana, Wyoming, Idaho and Nebraska, then there is more work than one industrial placement specialist can perform due to the time required to travel the long distance between employers, and in developing blind employees. Rehabilitation agents attempting to place blind persons as employees must remember several basic facts:

1. The average sighted person has been educated for thousands of years to believe in the helplessness of blind persons and it is easier and requires much less mental energy to believe that blind persons cannot work efficiently than it is for them to analyze the situation and understand how a blind person can work efficiently in a given situation.
2. Rehabilitation agents must remember that most sighted persons approach the loss of sight, or blindness with considerable fear and the various factors of this emotion interfere with their logic, reason, and desire to understand the situation.
3. Many persons engaged in production activities of various kinds, or in various service businesses which are closely related have a tremendous pride in their ability to solve difficult problems. They subconsciously resent the idea that a person on whom they wish to confer charitable thought as well as money, can perform any of the functions for which they have responsibility in their businesses. In fact they are insulted at the idea that a blind person can do any of the jobs in their particular business because they consider it an affront to their own pride.
4. That a competent blind worker is an asset to the employer and the placement agent must never apologize in any way by influence, direct or indirect statement or in any other manner for the product he is trying to sell. Any rehabilitation agent who believes he must apologize for his commodity should not be on the job.
5. All of these facts simply add up to one conclusion, that their resistance is emotional and not logical and that our presentation must be on such a basis as to neutralize these emotional negative reactions without aggravating or adding to them, and that finally the answer must be developed through the application of sound reasoning and logic.

In considering this entire proposition we must always separate the qualifications, interests and convictions of the rehabilitation agent from the other factors and we must remember that the failure of any particular agent to place competent blind workers on suitable employer-employee relationship jobs in peace time or in a depression is not a measurement of the employability of blind persons, rather it is a measure of the competency of the salesman who is listed on the job sheet of the agency as a rehabilitation agent or industrial specialist. It is evidence of the fact that the industrial placement agent should be assigned to some other type of work and another person, who has ability to meet the needs of the client and who can present the subject to the employer in such a manner as to bring about a recognition of the facts, should be employed as industrial placement agent.

One example of a present day employment opportunity is that of a small factory employing only eight men manufacturing a transfer pump. One blind man in this plant operates several types of machines and assembles pumps. He is fully empoyed and carrying his own weight in every particular and is contributing his share of production to the total output of the plant in the same manner as the other seven sighted employees. This little plant is several miles outside of a small town in a remote part of one of our less densely populated states. It is a place where the average rehabilitation agent might not even think of looking for employment for a blind worker and yet this placement is as ideal as any placement I have ever seen. The employer stated in very plain language that he would employ one or two blind workers at all times and when any one of them became of less than normal value as an employee that he would correct the situation with that employee, or he would ask the State Agency for a replacement and would not close the doors either of his plant or of his mind to the employment of a blind person because of the unsatisfactory performance of an employee blind or sighted.

One could not ask for a more wholesome point of view, and yet it was found in one of the most unexpected places in the nation. It so happened that these pumps were manufactured during the war in an eastern industrial area and were used to a considerable extent by the armed forces. No one could argue that the processes involved in the production of these pumps for the transfer of war time fluids from one place to another is any different than the processes involved when the pumps are used for the transfer of similar material for civilian purposes.

Rehabilitation agents having responsibility for developing employment for blind persons in the industrial fields or an employer-employee relationship in any community should also remember that placements of this kind were made during the days of the depression in the period between 1930 and 1940 by our friends in Canada where large industries were extremely rare; where the average plant employed less than 200 persons; where factories produced a considerable variety of goods, where short runs were extremely common and long runs of production processes were extremely rare, and where there was a tremendous surplus of sighted labor and yet the placement staff proceeded to place blind workers on a strictly competitive basis. That staff recognized the fact that blindness was only an incidental factor and not a dominant one. They persuaded employers to see them in exactly the same light and blind persons were placed in jobs when it was said that finding jobs was an impossibility for the average sighted, or semi-skilled factory employee.

The placement staff believed in the proposition and they presented the subject to employers in such a manner that employers believed in it too and gave opportunities to prove the soundness of the proposition and illustrated their faith and confidence in the abilities of blind persons. If the employment of competent blind workers at industrial processes where sight is unnecessary is a proposition that is feasible only when government subsidizes industry, then the entire theory of rehabilitation is based on a foundation of quicksand and cannot survive.

ADJUSTMENT TRAINING

WAYNE BRADLEY

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Psychological Factors: Adler's theory of organ inferiority is very applicable to blindness. It may be either expressed by withdrawal from contact with normal social experiences or be expressed by over compensation. The latter dynamism may brand the blind person as being over aggressive and wanting to steal the show.

Belligerence may also result from inferiority feelings. A belligerent blind person does more to brand the whole group as a segment of misfits than any other characteristic of maladjustment. So often the public judges a minority group by one individual. If that individual happens to exhibit obnoxious attitudes the entire group to which he belongs suffers from his example.

We must constantly be aware of the personality of atmosphere we carry with us. Our individual example and influence either helps or hurts the group, it is never neutral in effect.

Emotional Impediments

A bird or animal, when losing the use of a member, is not further handicapped by its emotions and those of others about it, but a loss of vision by one of the human family creates, at times, emotional chaos. Hysterics by mothers, wives and sisters, doleful condolences from friends and more distant relatives are the rule rather than the exception.

A very close friend of mine had nearly lost the remaining part of a very limited vision because of an attack of glaucoma. The pastor of the church in a nearby city met him at a church conference, and said, with a face as long as a cucumber, "I am so very very sorry that you have undergone this great misfortune." The good pastor's voice

echoed the deep sadness expressed by both words and countenance. How much better would an encouraging note have been.

We are creatures of emotion. We respond to various emotional moods about us. Perturbation, moroseness, and maudlin sympathy from our environment will have its debilitating effect.

Feeling of Rejection

Many blind people are not welcome in sighted clubs and social gatherings. Why? Most normally sighted individuals feel ill at ease in the presence of the blind. Why? There are many reasons, but a few will suffice.

The general sighted public does not realize that the only difference between a sighted man and a blind man is the lack of vision in the latter. The blind have the same emotions, sometimes intensified; the same desires, and identical hopes and fears. He is not a person apart. He is not a different creature. He is merely a sighted individual who has lost the use of his eyes or may never have been able to see. The only physical difference between a one legged man and a two legged one is one leg. The only difference between a bald headed man and one with hair may be a toupee.

Since the sighted world is not generally aware of these things it is the repsonsibility of the blind to take the initiative to educate the sighted by daily demonstration by each blind person.

Physical appearance often repels the sighted from association with the blind. We cannot use too much care in personal grooming, posture, and cleanliness. As unkempt blind person stands out like a sore thumb in a group. Almost invariably that person is left out of activities, cannot get a job, and is shunned by others. A disagreeable cantankerous disposition is an excellent deterrent of friends.

Fears

A newy blinded person often expresses fears of learning to travel. Fears that he will not be accepted. Fears that he cannot do things that others accomplish. These can usually be overcome by encouragement, example of the successes of others, and patient counseling training. Fears are usually magnified when the onset of blindness comes in later life.

Waiting and Hoping for Sight

Counseling with many newly blinded persons has disclosed a reluctance to face the problem at hand, namely loss of sight. There is a determination that science and medicine are coming up with some miracle that will restore sight. Some dash from oculist to oculist vainly seeking help, not willing to take the advice of a competent ophthalmologist and abide by it. I have known some to literally squander home and saving on quack cures and phoney remedies.

Another tendency presents a nearly impossible situation. These will wait and hope, sit and vegetate heedless of all efforts to assist them to become a credit to the community. They become so engrossed with their blindness that all efforts to assist them to become useful members of society are repulsed. Wishful thinking replaces a practical down to earth approach to the problem.

In some far distant shangrila a fountain of healing will be discovered. What about today? What about the burden on relatives and friends, not to mention personal degeneration from self-pity.

We recognize the need of an undying hope for sight. That hope provides courage to go on. But while we hope let us not vegetate. And while we are hoping for our physical sight why not gain a little insight.

Positive Approach

From the onset of blindness until we knock on the pearly gate the blind are assailed by a barrage of negatives. The sighted world has so successfully promoted its negative propaganda that many of us have begun to believe it.

The most of us recognize that stepping from the security of our homes to the crowded sidewalks of a city and crossing many busy intersections present a challenge in themselves. But to be constantly confronted by no, can't you get the pension, can't use you, not interested, and most disturbing of all, the run around that many well meaning employers give becomes merely an added incentive to take the way of least resistance. Why

not use the positive approach by giving and providing information that will encourage and assist toward a blending of the blind into society. We know that there are many occupations we cannot successfully fill.. We are also aware of many that can be efficiently accomplished when an opportunity is given.

However, there is another side to the picture. If the blind person will not take himself in hand after he is provided with facts and the know how, all of the opportunities in the world will be of no avail.

Society Rejects Misfits

One does not fit into the present fast moving industrial era if motivation and earnest effort are absent.

Armed with the factual information of the last two decades relating to the accomplishments of the blind there is little excuse to fold one's hands and think how unfair the world has been and how much unjust discrimination there is against the sightless.

Do not sit and wait for your ship to come in; paddle your own canoe out to meet it.

Face the issue of blindness squarely; take positive steps toward readjustment and rehabilitation by learning what you as a blind person can do best. That choice may be far from your dreams. If we wait for the pot of gold at the foot of the rainbow we are likely to become very hungry and ragged during our inactivity. We can be happy by doing that which we are capable of doing successfully.

MINUTES—GROUP C

Sectional meeting of Group C (Home Teachers and Social Workers other than teachers engaged in work with the blind) — was held in Hotel Utah, Salt Lake City, Utah, on Thursday evening, July 13, 1950, during the 24th. convention of the American Association of Workers for the Blind. The meeting was originally scheduled to begin at 8:00 P. M., but was postponed until 8:30 so that the members could attend the showing of a movie at the sectional meeting of Group B (Rehabilitation Specialists, etc.) illustrating rural rehabilitation of the blind.

The meeting was called to order by the Chairman, Miss Louise Cowan of Toronto, Canada. Then there was a roll call of members by the secretary. Out of the list of 130 members of this section who have paid their AAWB dues, 37 were present when roll was called. While more members probably came later, no others reported to the secretary. There was no recognition nor any count taken of visitors, but there were apparently more visitors than members of the section present. Among the visitors who later took some part in the business taken up were Mr. Ierardi, Mr. Robert Barnett, Mr. Murray Allen, and Mr. Lemont Hackett.

After the roll call, the secretary read the minutes of the last meeting. These minutes which had been published in the *Proceedings of the AAWB* convention held in Boston in 1949, where found to have several errors. After these errors were pointed out and corrected, it was moved and seconded, and passed that the minutes be approved as corrected.

The reading of the minutes was followed by the secretary's report of some correspondence that had taken place since the last meeting. This correspondence dealt mainly with Emerson Primer, and consisted of the letter sent by the secretary and the answer received from Mr. Alfred Allen. The group discussed the matter after the reading of these letters. Miss McCollum of Illinois suggested the matter be brought to the attention of Mr. Davis of the American Printing House for the Blind. Miss Bennett of N. C. pointed out that Mr. Allen had indicated he would be responsible for that. Mr. Barnett of the American Foundation thought Mr. Allen had probably taken care of the matter. Mrs. Juliet Bindt of California thought the group should not exclude consideration of all publications of this type, and said she thought the primer put out by the Braille Institute of America in Los Angeles was very good. She thought the group should experiment and become familiar with all. Miss Cowan discussed the display of such material which she had planned for the exhibit room, but which unfortunately had been delayed en route. She thought some would be there by tomorrow

for the members to see before leaving, and some had arrived and been unpacked that day.

Mr. Schwegmann of the Library of Congress was recognized by the chairman, and said he wanted to ask the group about the possibility and need of using Talking Books to help with Braille lessons by having the pupil follow an oral transcription of the material while reading the embossed version with his fingers. Mr. Hackett of Baltimore, Md., thought only an exceptional pupil could be successful in using this method of learning Braille. Mr. Roy of Louisiana thought it would not be a good idea at all to use the Talking Book to correct or check Braille reading. Mr. Barnett of the American Foundation said he would be glad to get his agency to experiment with this idea in the next few months if this group considered it important enough. A motion was made recommending that such an experiment be approved by the group, but it was tabled at this time. Mrs. Bindt of California felt the method was unsuitable for the pupil would miss the inspiration and stimulation a good teacher can give. Miss Melvin of Washington thought that these records, if made, should not be available to any blind person who asked for them, but should be restricted to those recommended by the home teacher. Mr. Barnett was asked by the group to see whether it could be restricted. The motion recommending that the experiment be made was considered again, and this time it was seconded and passed. The vote was counted, and 22 of the group were found to be in favor of it while 5 were against. The rest did not vote.

Miss Margaret Liggett of Canada gave a report on a survey of skills being taught by home teachers at this time.

Miss Marie Busch of Missouri then reported on the Handcraft Supplement of the Home Teacher which had recently been published. Mr. Ierardi suggested the next supplement which is to be organized by the mid-western group and published in Oct. could be enlarged up to 30 pages. The last one had been only 12 pages. This supplement is being published free by the National Braille Press of Boston, Mr. Ierardi's agency. It was moved, seconded, and passed that the group wanted the experiment to be continued.

Mr. R. DeVerl Willey, Associate Professor of Educational Psychology in the University of Utah, then gave the main address of the evening, "How Older People Learn." There was a short discussion after the address, which would probably have been longer if time had permitted.

There was no new business, so it was then moved, seconded, and passed that the meeting be adjourned until the 25th. AAWB convention which is to be held in 1951.

Respectfully submitted,
MARY E. ROWELL, *Secretary*

REPORT ON THE HANDICRAFT SUPPLEMENT OF THE HOME TEACHER

* MISS MARIE BUSCH
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(President, Mid-Western Conference of Home Teachers)

MADAM CHAIRMAN AND FRIENDS—Since coming to Salt Lake City, I was told by several of the Home Teachers who were unable to attend Sectional Meetings during the past two years, that a report on the Handicraft Supplement to "The Home Teacher" would be incomplete without a report of the work which preceded the idea of such a supplement. I shall try to give you a complete report.

During our Sectional Meeting held in St. Paul in 1948, a request was made from the floor for "patterns and for additional craft ideas for Home Teachers." After considerable discussion, the Chairman was asked to appoint a committee of three who were to investigate

* Visually Handicapped.

our source of supplies and who were to make recommendations. This committee was empowered to take whatever action they found necessary to get the job done.

The committee found that while many of our Braille books on crafts were good, the larger number of them are old and the styles of the patterns outmoded. They are expensive if you wish to buy them and they are not always available from the libraries. Our teachers want something up-to-date and something which they may keep. We had to consider such details as source of patterns, brailling, distribution, and last but not least, the financing of such a project.

Home Teachers are encountered with many problems and they usually find a solution for these problems. This time the solution came from four conference groups of Home Teachers. Each group agreed to provide material for one quarterly Handicraft Supplement to "The Home Teacher" each year. This idea was presented to our friends Miss Rowena Morse, Editor of "The Home Teacher" and to Mr. Francis B. Ierardi, Managing Director of the National Braille Press. Mr. Ierardi had been negotiating with an individual worker who was considering the printing of a monthly braille publication which would include crafts, gardening, poultry raising, etc. He was genuinely interested in our plan, however, he stated that he was not in a position to give us a definite reply before the close of the A.A.W.B. Meeting held in Boston last year.

You have all had your first copy of the Handicraft Supplement in your April issue of "The Home Teacher". Our good western friends furnished the material for this supplement but unfortunately you, the Home Teachers, did not write your letters of approval or disapproval. Neither did you send suggestions for the improvement of this supplement. The following is an excerpt from a letter which we received from Miss Morse.

"I confess I was a bit disappointed not to hear from more of our readers about the Handicraft Supplement. Of course they are, for the most part, busy people with little time for letter writing. But it does seem as if the idea of a supplement could not have seemed very important to them or that we did not make it clear that it was an experiment depending upon its reception by the readers, in part, for its continuance.

"When and if you send in material for another supplement I hope you may feel like including the spool dolls and leather boutonnieres in your directions. These sound practical and inexpensive and if you have also found them salable they must fill a distinct need.

"Please give my best wishes to all your group and if I might have a report of its transactions, I should appreciate it."

The members of our committee were unable to meet during the month of May, so their chairman took the liberty of writing a long letter to Mr. Ierardi. The following are the excerpts of this letter which will interest you.

"Convention time will soon be here again and that will mean that the home teachers sectional group will want to know what is to be done about a craft supplement to The Home Teacher.

"Last July when I gave the report of the crafts committee, I thought that my responsibilities concerning this matter had terminated. While in Chicago in December, Miss Cowan informed me that our committee is to a permanent one and that she would like to have a follow-up report.

"Now we note on the program that our report is to be on The Handicraft Supplement. It seems that many of the teachers want very much to have this supplement, yet they failed to write to you or to Miss Morse expressing their interest in this matter.

"I do believe that the other conference groups have something which they might contribute, and am wondering whether it might be possible to run three additional supplements and then ask the readers of The Home Teacher to tell us just how valuable this material has been to them.

"I have tried to meet with Miss Fleda Chamberlain and had even planned a trip to Oklahoma, but for several reasons these plans did not materialize. She seems to be most anxious to cooperate.

"Now if I may ask a busy man several questions when he is himself adding details to plans for a very busy week. (1) May we have three additional supplements in order

to give each home teaching conference an opportunity to send the type of crafts which they favor. (2) If we may have them, what will be the cost per supplement. (3) Do you favor a survey made by the committee in order that we may collect (by questionnaire) any data which you would like to have concerning the reaction of the home teachers.

"The members of our committee solicit your suggestions and we will be most grateful for your reply which may be read at our meeting.

"I should like so much to have you present when we are discussing this matter in our sectional meeting, but such a request, I am afraid would be an imposition, since you have so many responsibilities during that week.

"Thank you so very much for past courtesies. We know that you will help us as much as you can."

Now you shall hear Mr. Ierardi's very welcome reply.

". . . . With reference to the Handicraft Supplement of "The Home Teacher", please be advised that I shall be very glad to supply the next three copies at my own expense in order to get your project fully estabished if the Home Teachers want it.

"However, if the readers show very little interest in its development, I see no point in continuing it."

The chairman of the Mid-Western Conference Committee on Crafts has been informed that we are to proceed with the work of the next supplement and notices will be sent to the president of the Eastern Conference of Home Teachers and to our friends in Canada. This is the report of your committee.

We intend to send questionnaires to each reader of "The Home Teacher" according to the promise made to Mr. Ierardi. We welcome your suggestions. Please help us to make the most of a splendid opportunity.

Miss Marie Busch,
Mrs. Pat Webb,
Mrs. Otto Tank

REPORT ON SKILLS BEING TAUGHT BY HOME TEACHERS

* MISS MARGARET LIGGETT
Home Teacher, Canadian National Institute for the Blind, Regina, Saskatchewan

As some delegates may not be familiar with the basis of this discussion, a short explanation would seem to be in order.

Last February our chairman, Miss Cowan, compiled a questionnaire listing twenty-seven accomplishments which blind adults might be taught at home. These questionnaires were sent to seventy-five home teachers in the United States and Canada. Each recipient was asked to mark the list showing which subjects are included in the home teaching programme of her district. The object of this is clear. In a region as vast as North America, not only tastes but actual needs differ widely. A speaker with an assignment such as "Trends in Home Teaching", being familiar with the activities of neighbouring fellow workers, would be in danger of handling the subject from a narrow point of view.

For various reasons only thirty-seven of these questionnaires were returned so our picture is not as widely representative as we had planned, the report thus being confined to the analysis of thirty-seven questionnaires.

Braille reading is the only subject generally taught everywhere. The use of the Braille slate is generally taught in thirty-three districts and sometimes taught in the other four. All other subjects appear at least once in the column "Never Taught". Knitting and belt making are the only hand crafts generally taught according to more than thirty questionnaires while hand sewing runs close with twenty-eight generally taught and only one never taught.

Marked as generally taught on from twenty to twenty-five questionnaires, we find typing, home economics, crocheting, thonging, matmaking and waffle weaving. Chair re-seating and Nellie B. Frame weaving are reported as generally taught on half of the questionnaires while all other subjects fall below the fifty per cent mark.

Those which rank high on the seldom

* Visually Handicapped.

taught column are Braille machine writing, Moon type, basketry, gardening, metal work, hooked rugs and woven rugs. Paper mache and ceramics hold lowest rank, not being generally taught anywhere, and never taught on more than thirty questionnaires.

Only ten gave the names of the readers used for teaching Braille. Of these seven use the Standard Braille Series printed in Illinois. As too many figures can become confused and meaningless, it seems wise now to leave the statistical quality of the questionnaires, though of course any point of interest may be brought up later.

Extra subjects listed show that in some districts home teaching includes instruction in bead work, stuffed toys, plastic toys, moccasins, fringing, fish nets, rope mats and whisks, also some academic subjects such as pencil writing, English, grammar, vocal and instrumental music. They also reveal the close relationship between home teaching and the adjustment of the newly-blinded, by listing travel technique, orientation, telling money, eating and walking.

Let me here thank those who accompanied their questionnaires with letters. Their extra effort in describing their local home teaching programme proved most helpful. The questionnaires which list whisk making shows with what elasticity the term "Home Teaching" is used. Obviously in this case it includes factory instruction.

It would be interesting if we could compare this analysis with similar information provided twenty-five years ago, when home teachers were helping young active blind to net hammocks and make reed furniture. With the advance of placement work this group has become self-supporting, and the home teacher's duty is now largely confined to the older blind and to those with some additional handicap. In this period of transition it is natural to find that many of the handicrafts listed are being taught in only a few places showing that they are still in the experimental stage. Doubtless some will be discarded as impractical, but whoever handles this topic at next year's conference may be able to report others as having been adopted as part of every home teacher's schedule. From home teachers with whom I had discussed weaving, I was under the impression that the table loom was gaining popularity over the treadle loom, but according to our questionnaire there is very little difference in the popularity of these.

Without this analysis, we know by reading Braille magazines that changes are taking place. It has been suggested that the name home teacher be replaced with one more descriptive of our actual duties. New buildings being erected for the work of the blind include quarters where the home teacher may have her pupils brought together for group instruction. Summer camps include an opportunity for those who wish to avail themselves of the home teacher's services away from home. One Canadian home teacher makes regular trips from her home office to a club of the blind sixty miles away.

Yet the tendency to teach the blind in a group rather than at home is not the principal change. It is something rather intangible. It is an altered attitude expressed by the use of the word "client" instead of "pupil". Letters which accompanied questionnaires contained these sentences: "Gardening is rarely taught but always encouraged". "Some women have found customers for their cakes and candy". These simple statements give us a picture of the modern home teacher, not only concerned about actual lessons, but eager to encourage clients to do those things which require personal courage rather than instruction.

One questionnaire has this note: "Typing is taught to those under fifty." There is no other mention made of an age limit. It would be interesting to know if our delegates favour any similar regulations. Personally I think that any blind person is eligible for home teaching services if he wants to learn something. To those of us who have experienced the thrill of teaching people who have lost their sight in their eighties to type their own letters, a rule limiting this service to those under fifty is both amusing and tragic.

Several years ago a contributor to the Home Teacher spoke of using a home recording machine, thus enabling pupils to listen to knitting instructions, in her voice, between lessons. The idea intrigued me, but I never saw any further mention of it. I wonder if anyone present knows of home teachers using this device.

A few years ago many high ranking officers in work for the blind advised all adults to learn Moon type before attempting Braille. Mr. Liechty, distressed by the drop in the Moon circulation of the Ziegler, has made an urgent appeal to home teachers. The declining popularity of this system is further shown by our questionnaires, listing only nine points where it is generally taught. Perhaps the higher academic standard for the average citizen is partly responsible. It may be that those who now lose their sight have the student's ability to learn Braille. But apart from that, the Talking Book appeals to those older blind who once formed our Moon type readers.

An article in the March issue of the Outlook tells of work being done under the supervision of the A.A.W.B. in teaching children to read Braille, Grade II, by word recognition before learning the alphabet. The author suggests that home teachers undertake a similar experiment to ascertain the value of this method to the adult blind. Perhaps the programme for next year's convention will include a report on this movement. For years there have been books of progressive reading lessons for the adult blind which do not introduce a word until it can be fully contracted. Yet most home teachers still use the Standard Braille Series which ignores this principle, presenting such words as "though" in four different forms, adding only one contraction at a time.

In closing let us glance back at the birth of our profession. More than a century ago, Dr. Moon, the father of home teaching, assigned himself the task of enabling every blind person in Brighton, England, to read the Bible. This generation does not emphasize the Scripture as our forefathers did, but it is significant that this questionnaire shows Braille as the only subject taught by all home teachers. So without under-estimating the value of modern trends and improvements, we can recognize Dr. Moon's spirit in our work today. Obviously we still believe that good literature can do much to enrich the lives of those who are faced with the loss of sight in adult life.

HOW ADULTS LEARN

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When is an adult an adult? Civil law answers the question in terms of chronological age; physiologists answer it in terms of physical change, size and strength; psychologists answer it in terms of norms of behaviour. In terms of what adulthood is *not,* we may say it is *not* a period of maturational termination. More appropriately we may say it appears at a point somewhere along the continuum of age, beginning, perhaps, at the twentieth year of anyone's life time. When speaking of learning it is necessary to consider life as a continuous process of maturation, change and development.

This point of view leads us to the maxim that a living individual is a learning individual. Learning, just as living, begins at birth and ends at death. In these terms it is difficult to speak properly of child learning as something distinct from adult learning.

By some psychologists this process of change is given the term "developmental". The use of a word such as "developmental" can be applied to a particular phase of learning regardless of the chronological age of the individual. It is illustrated well in the development of a concept. A young child, for example, who has a dog, first thinks of any quadruped whether it be a horse, cow or sheep as a dog; later the concept is differentiated to a particular specie of quadruped such as a hound or a terrier. Further development of the concept enables him to understand the dictionary definition of a dog; i.e., a carnivorous domesticated mammal of the Candae family. Further development permits him to think of a dog as a mean worthless fellow, a wretch. Then, too, a dog may be any of various devices for holding, gripping or fastening something, e.g., a spike or bar of metal with a rung, hook, claw or lug. Additional development permits an enlarge-

ment of vocabulary including such words as dogpoor, dogcheap, dogsick, dogtired, dogweary, dogcart, dogberry and dog days. It is quite possible that some aspects of this total meaning of dog could be described as "child concept", and others "adult concept", but just where to draw the line is quite impossible.

The conditions of learning for an adult and a child are likewise impossible to describe in separate categories. The presence of a teacher, however, can effect the direction and progress of learning, and the techniques he uses will be somewhat different with the adult than with the child. The teacher's task is to control the environment and provide stimulating learning conditions; he coordinates his own plans to the expressed ideas of his pupils; he assists his pupils in finding essential points, ever guarding against the errors which research has shown will probably occur. Without fostering dependence he should give the pupil an understanding of the total problem and point out ways of correcting specific errors. The basic conditions of learning may be summarized under five steps: 1. a desire to learn, 2. some definite thing to be learned, 3. the existence of a barrier to learning, 4. a decision on the course of action to take, and 5. maintaining what has been learned.

A Desire to Learn

Before an adult can learn he must have the desire to learn. Conventionally desire is motivation which springs from basic drives. One of the strongest of these drives is the desire for approval and status among peers. Status must be more than mere acceptance. Satisfaction to an adult learner requires evidence of superior worth rather than mere average accomplishment. Important among adults from whom the learner desires approval is the teacher. Praise in the form of encouragement or blame in the form of sarcastic disapproval have far more effect than most teachers realize. Inter-personal relationship between teacher and pupil frequently determines the real significance of learning as opposed to the cold intellectual assimilation of facts and understandings. A good teacher of an adult learner, therefore, finds much of his service dedicated to giving encouragement, sympathy and emotional support, in addition to the explanation of subject matter or demonstration of skills.

Something Definite to be Learned

Great stir and activity without purpose is as useless as purpose without activity. Learning cannot progress without well-planned goals and well-planned work. Ideally, the goal should be chosen by the learner himself and the extended region of activity to goal attainment should be closely integrated with steps on the way, so that these steps become parts of the larger goal. It is essential that the goal be recognized as real to the learner and that its significance and pertinence be clear. Clearness and significance are usually present in the degree to which the subject-matter is related to the economic, social, recreational and political affairs of everyday living. What is learned should be real and genuine and insofar as possible presented in lifelike context as it is likely to be used. Activity, to be valuable, should be so organized that the learner is constantly guided and stimulated by recognized progress. The material to be learned should be studied in large units divisible into smaller units still meaningful and having an understood connection with the larger unit. Sequence, of course, is an essential feature of organization.

Learning Does not Proceed Without the Existence of a Barrier

An obstacle to the goal is advantageous, providing of course, it is not too great to discourage an attack. The presence of an obstacle develops a degree of tension and excitement which seem to stimulate learning. That the obstacles do not become too foreboding the teacher must help the adult choose tasks within his abilities, interest and attitudes. Barriers may be classified into two broad categories, educational and psychological. Those of an educational nature may be removed by acquiring skills of reading, oral and written expression arithmetic and so on; psychological barriers are more subtle and intangible, thus more potentially dangerous. Some of these are low intelligence, specific inaptitude, prejudice and fault concept and fear. Descriptive emotional experiences which are essentially psychological,

upset physical health, decrease intellectual efficiency, and create attitudes interfering with effective work. The emotionally upset pupil can hardly be an effective learner; even brief and relatively superficial episodes of emotional shock startle and break up any consistent attack upon a problem of learning. A good teacher of the adult pupil, therefore, must arrange learning experiences which will not be too difficult yet not too easy. If the obstacles are too great emotional blocking is encouraged; if they are insignificant no effort is required. Without effort little learning will ensue.

Selecting the Right Mode of Action

When the goal of learning has been clearly determined a choice has to be made of possible behavior leading to it. In every situation there are a number of possible ways of acting. That a correct choice be assured there is need for careful guidance by the teacher in order that there be a minimum of trial and error and a maximum of critical thinking. Often the one difference between easy and difficult learning is that in easy learning the pupil more readily abandons unsuccessful lines of attack. In difficult learning, especially when the pupil has not been made aware of all relevant details, there will be many trial attempts without success; often the problem remains unsolved. A good teacher of the adult, therefore takes every precaution to prepare his pupil for a new learning experience. Thoroughness may seem tedious but it increases speed of learning as the final outcome.

Maintaining What Has Been Learned

Only where adults exercise what they have learned will the learning remain. In the process of maintenance awkward movements, unnecessary effort, unneeded skills will tend to degenerate and disappear. Maintenance requires definite drill periods of relatively brief duration and of sufficient frequency. Drill should not be used in the sense of the same specific response to the same specific stimulus; rather it should be used in the sense of reviewing things learned in different but functional situations. A good teacher will create many situations where something learned can be repeated. In the case of typing for example, instead of typing the same letter repeatedly, several letters, each one differing from the others, will be typed.

Implications of Learning Conditions to Teaching The Adult to Learn

Let us speak of the adult as a person who has been living for a longer time than the infant, child or adolescent and who has had, therefore, an opportunity for more experiences. After the age of twenty the individual does not become mentally more capable of merely growing older as he does during the pre-teen age and also during part of the teen age. The results of experimental research in learning indicate that the high point in mental development as measured by aptitude tests and learning experiments is reached somewhere in the third decade of life. Certain abilities, particularly vocabulary and general information, however, increase with age. Certain skills once learned but not used will vanish with age while other skills, if used continuously may improve, especially under stimulating conditions. As far as new materials are concerned adults in their twenties and thirties can learn much more effectively than elementary-school and high-school pupils. The record of human intellectual achievement suggests that the zenith of achievement is reached during the years from twenty-five to fifty. However, this does not preclude the possibility of great achievement after the age of forty or fifty.

The principal role of the teacher in instructing the adult is to provide conditions whereby he can learn most effectively. Some of these conditions follow: First, as was recognized in a preceding paragraph, the teaching situation reflects an inter-personal relationship between the teacher and pupil. A requisite for such a state of affairs is that the teacher understand the environment, feelings, desires, and needs of the adult. A person of any age may be in such physical or emotional condition, for example, that he is ineffective in any mental task. More important than subject matter is the establishment of pleasure in learning, learning to like people and to work happily with them. Adults who discontinue classes for adults do so because of (a) lack of companionship, (b) feelings of inadequacy and (c) competition

for work or recreation. One of these "lacks", lack of companionship, can definitely be avoided by the teacher. Most adult learners have a formidable feeling of loneliness. When possible, then, learning should be in small groups but when this is impossible the teacher and pupil must have the feeling of "we-ness" rather than "you and I-ness".

Second, the adult learner must be given more encouragement than children. Generally he is shy and in need of restoration of confidence. If feelings of inadequacy are too strong the emotional experiences will upset health, decrease intellectual efficiency and create attitudes preventing effective progress. On the other hand, strong pleasant emotions, that come from feelings of achievement will help the learner progress surely and steadily. The teacher will find that attention to the emotions of the learner are far more important than methods of presenting subject-matter. Usually progress is slow but will result if the units of learning are brief and clear and related to both the pupil and his interests accompanied by many reviews and summarized conclusions.

Third, an adult learner must be presented with a clearly defined course, with skills to be acquired carefully described and with conclusions summarized frequently. In other words, instruction must be unified so the learner will experience things and situations in their totality. The sensations of sound or smell, the feel of air currents and temperature changes, the actual perception of an object will all remain isolated and scattered unless experience or teaching unifies them into a structured whole. The realization of this objective is obtained through guiding the adult to teach himself. Self-activity is an essential part of learning. Only by means of it will the pupil gain self-confidence and counteract the oft-found tendency to day-dream or depend upon other people to think, to serve and to earn a livelihood.

Fourth, the adult learner must be aided by multi-sensory experiences. Visual perception has long been used by the teacher but other types of perception such as tactual and auditory have been neglected. Hearing, for example, has great value not only as a social contact medium but as a source of descriptive information as well. Adult pupils can be taught how to listen. Active listening requires a great deal more than merely following the spoken word. Specifically it involves comments, contradictions, assent and possible rehearsal for a future telling. Ideally, in the case of printed material, several adults should gather together and listen to a reader who reads aloud on a topic chosen by the group. After hearing the material read a free discussion should ensue in an exchange of ideas, or in answers to questions concerning the central idea, exact meaning, or meaning of the whole. This discussion should be followed by listening to a second reading of new material to note improvement made toward listening ability. The beneficial effects of recitation have been well established by experimentation. Radio and recordings are most valuable when their offerings are preceded by preliminary discussion and followed by appropriate activities. In other words, auditory aids require careful correlation and integration. Listening does not automatically result in educational outcomes, but properly used it can sharpen discernment of social significance, fortify socially desirable attitudes, enhance aesthetics of appreciation and stimulate inquiry.

When possible, however, listening should be reinforced through other sensory channels. Talking about an apple may be enlightening, but picking up the apple and eating it develops the concept with a world of new meaning. An actual knowledge of objects and their spatial characteristics can only be gained from touch observation. Because some objects are too large, too small, too fragile or too dangerous to be touched, they are inaccessible. Provision of replicas in such cases is often desirable. The best learning is often to be found outside the school or home. Properly planned, the field trip to farm, factory, museum or church can be a valuable educational experience for any person, young or old. That the blind adult learner can profit by such excursions when accompanied by a good teacher has been experimentally established.

Conclusion

In conclusion of our brief discussion of how adults learn we may say that learning is a process by which an individual makes

a new skill or idea his own because in some way and to some degree it fills a need he feels. Learning involves an attempt to find a satisfaction for a need. This is usually described as motivation. The major task of teaching is to shorten the time for finding this satisfaction either by strengthening the motivation or by guiding the pupil toward noting relationships or towards developing understanding.

Learning is facilitated by recognizing real goals and eliminating superficial ones. Devious paths may be used in an attempt to reach the goal and both teacher and student should make use of diagnostic devices to keep cognizant of progress made and to determine areas for future effort. Satisfaction in noting progress toward reaching the goal will encourage further effort. The goal, when reached, will bring enough satisfaction so that repeated activity will ensue. If the skills required in reaching the goal are no longer used they will disappear.

The older views of adult learning were pessimistic. Experimental evidence and actual practice, however, have replaced this pessimism with optimism. The individual does not stop learning with the onset of adulthood. Maturity is an ongoing process and change does not cease until death. Learning continues in the absence of a teacher but with the presence of an intelligent teacher any person with good health and normal intelligence can continue to reach more refined development of concepts and these, in turn, can lead to new concepts once believed impossible to acquire.

INTEGRATION OF THE WORK OF THE PUBLIC AND PRIVATE AGENCIES FOR THE BLIND

* PHILIP N. HARRISON

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Early in the Spring when Mrs. Johnston, our Section E Chairman, broadcast an appeal for subjects for presentation to this meeting, I suggested the title which appears at the head of this page, but when she countered with a request that I speak to the subject on behalf of the private, voluntary agency, it came as a surprise. Stirred as my interest was by her invitation, it is a keen disappointment not to be at Salt Lake City to offer my views in person, and if necessary, to champion some of the statements in this paper.

In the first place I should not have used the word "Integration" in my suggestion to Mrs. Johnston unless it were agreed in advance that this integration could be accomplished only in the third angle of a theoretical triangle of operation in which the public and voluntary agencies on the State level were to be the other two angles. The first of the three angles in the triangle just referred to is the participation of the Federal Government.

Speaking from the point of view of the voluntary agency, my assignment, I submit that this form of agency is surely vulnerable to complaints, and I have no doubt my colleague will admit equal frailties in her public agency partisanship.

I am deeply interested in cooperation and/or integration in agencies for the blind, especially since the subject is so important in our own Commonwealth of Pennsylvania. If therefore my remarks seem to reflect the atmosphere of that grand political subdivision, I hope you will forgive me.

We are told that voluntary approaches to the well-being of the blind were made in the 18th Century; that these efforts were intensified and clarified in the 19th Century, and that in the 20th Century governments entered the field on an extensive scale. The latter influence has served to spur on the endeavors of the voluntary organizations. Is this due to the spirit of competition, or is it a sign of growing intimacy and harmony between the two?

Since any integration process renders two or more things whole, I submit that it is impossible fully to integrate the voluntary and the public agency per se. It should be pos-

* Visually Handicapped.

sible however to integrate their activities and programs, where the objectives are virtually identical. To render whole then—to integrate —work for the blind in any given community, is the problem confronting us.

We are all familiar with the general distinction between the two types of agency, but to summarize, let us quote Dr. Philip S. Platt:

"The governmental agency exists by action of a legislative body, is definitely limited as to what it can and cannot do, must stay within its budget, must select its personnel through civil service and conform to prescribed salary scales. It is subject to drastic expansion or retrenchment in the extent of its work owing to changes in its appropriations, and it can be affected by political changes."

"The voluntary agency is the creation of . . individuals who determine its program. It has an extraordinary freedom of action that a public agency has not. It may, within certain limitations, do what it wants, when it wants, where it wants, and how it wants. This freedom, however, carries with it great responsibility, for it includes freedom . . to hold up progress as well as to pioneer new services and demonstrate new methods. The voluntary agency also has exceptional opportunity to educate the pubilc, to promote desirable legislation . . and in some critical situations to supplement the official agency with personnel or funds. Certainly if it is at all forward-looking, it turns over to the official agency activities which the latter is prepared to carry on effectively, and it should safeguard the quality of administration of its public agency. This means that its role is both that of critic and defender of the tax-supported agency. In short, the voluntary agency supplements and complements the official agency. Neither is adequate without the other."

May I add here that the public agency would profit to exercise its personal and financial strength through the services and facilities of the related voluntary agency, which furnishes a framework upon which to anchor whatever programs are called for in mandates like P. L. 113. The private statewide agency has the advantage of direct communion with the contributing public; close contact with its clients and potential clients; freedom from oppressive statutory regulation; is indigenous; can employ competent staff and other personnel, where these are to be found, without regard to political choice and implication; can produce and sell blind-made products of its own manufacture, thus employing many handicapped men and women in other than executive and sub-executive work; and through its customer relationship can give deserving publicity to the agency's entire program. It can furnish the tradition of helpfulness built up by years of community service.

Granted that both types of agency are absolutely essential in any lasting program for the blind, a balance of responsibility and direction is needed for best results to the beneficiary group. The social and economic salvation of blind people in the future will hinge upon the harmonizing of voluntary and public agencies. and the integration of the activities of both. Again, integration cannot fully be accomplished in any two agencies which have differing characteristics of birth, functional regulations, and operating patterns. They may however become supplementary or complementary if each will set its hand to common purposes.

Self aggrandizement and criticism must be subordinated in the interest of mutual aims. Both voluntary and public agencies must see to it that neither source of supporting funds is dried up by friction. Merge the interests of voluntary agencies in each state, better to fix state aid thereto. Present a united front to the public and its government. Endeavor to reach and preserve harmony in legislative objectives.

However, excessive deference for the avoidance of overlapping and duplication in this inter-relationship can result in service failures in many worthy cases. The flexibility of the voluntary agency frequently averts such failures. Where there are good fellowship and the milk of human kindness, the exchequer is the chief sufferer from such inefficiency, not the most important consideration where life and suffering are at stake.

Perhaps I failed you when above I referred to the triangle in work for the blind. Should I not have referred to the four-pointed service that is rapidly developing in this

important field? Any evaluation of the subject of integration today must embrace Federal Government considerations. It is my deep feeling that such a desirable end cannot be even approximately attained unless we repose in the third and fourth corners of our four-pointed service the invaluable advisory and research facilities of the national voluntary agency, the American Foundation for the Blind, and the national public agency, known as the O. V. R. with its great potential in the field of essential financing. When these two strong, national influences are accepted and woven into the fabric of state and local effort, we will have fairly approached the matter of integration of the activities of the two forms of agency under consideration.

How can integration of the activities of the voluntary and public agency be brought about? Obviously this is the question implied in this assignment. Since I am speaking from the point of view of the voluntary agency it may seem strange to you that I hit upon the program of the Federal Government as the crux of the entire situation. We believe that Federal funds are inevitably essential to the proper growth of work for the blind on the state and local level. This is especially true because State Governments are reaching more and more for federal aid in all communities of interest irrespective of political conviction. It remains for us to devise the plan which will give the most equitable use of these funds in work for the blind as between the voluntary and state agency on the local and state level respectively. Granting that both types of agency are here to stay (and the marked growth in scope of work and financial worth of each agency would prove this belief) it remains for us to point out how complete integration of the whole structure from source of funds right down the line to the ultimate beneficiary can best be effected.

Paralleling of structures and programs is inefficient, extravagant and often leads to overlapping and duplication. Very little integration in activities of the agencies results. When the Office of Vocational Rehabilitation purchases services and facilities from the public agency on the state level the former does not enter the State and compete with the latter agency in the joint effort to serve the ultimate beneficiary. Likewise the Procurement Division of the Federal Government does not erect workshops and produce blind-made products after having delegated allocating authority to National Industries for the Blind. In these illustrations the Federal unit entrusts the related responsibilities to the public agency on the state level and the voluntary agency on the national level, respectively. Similarly the State or public agency should not compete on the local level with the existing voluntary agency which is already equipped to furnish the requisite services and facilities with funds provided on a purchasing basis by the state agency. Therefore I submit that integration can best be implemented by a tandem rather than a parallel approach to the expansion of services to our blind and partially seeing clients, under which plan the voluntary or private agency on the local community level may be employed to spearhead the attack.

In this streamlining of structures and processes compliance with required standards and qualifications is contemplated at all levels. Here is where our voluntary national agency for the blind enters the picture potently. In any tandemizing or streamlining of the agencies and programs, prior merging of the interests of all voluntary agencies in any given major subdivision is also contemplated. The plan implies no loss of identity by any single unit and none would be necessary to the success of the plan. On the other hand the increase in prestige of each single unit resulting from the more efficient approach to the over-all problem would eliminate the growing confusion of the present in the public's mind and increase the moral and financial support of the voluntary giver, an ever present necessity.

As is true of the Federal-State relationship the state-voluntary agency should be a single contact relationship. A multiple contact relationship between these is extremely costly for the State Government at interest, and is not always conducive to tolerance and good will between the state and voluntary agencies in any political subdivision. Increased benefits to the client would result from this integration of the coordinated activities of the several agencies concerned.

As Mr. Shortley told us last year at Boston,

"The solution of the entire problem of services to blind persons will really be in sight when we have a strong Federal and state service, adequately staffed and financed, an equally strong national private agency, and coordinated private agencies in each state. The Federal and state agency will render those services that can be provided within the comparatively rigid framework of government and the private agency will then concentrate upon those services that require maximum flexibility of organizations. For example, the government agencies can provide funds for training, physical restoration, maintenance and placement, but the private agency can operate facilities such as workshops, training schools, and provide surgical and medical treatment in emergency situations where time is an important factor. Private organizations can best conduct recreation programs and the many personalized friendly morale building services that cannot be specifically written into Federal and state laws. *Federal and state funds can pay for many services, but the actual services may be best provided by private agencies.*"

And what of the voluntary, *self-operated* agency *of* the blind? It could in time to come, hold the balance of power or influence in work for the blind, nationally.

In our treatment of this subject our thinking has been restricted to agencies for the adult blind and no distinction has been drawn between the voluntary agency receiving financial support from its State Government and the agency not so favored.

WHAT CONSTITUTES A GOOD ADJUSTMENT CENTER FOR THE BLIND?

HARRY E. HAYES

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The most concise and direct answer, from the standpoint of administrators of state programs for the blind, to the question, "What Constitutes a Good Adjustment Center?" would probably be something like this. "A good adjustment center is one which effectively carries out the objectives for which it was established, and contributes to the more complete rehabilitation of blind persons coming under its influence." In other words, a center is a good center if it gets the job done. So at the outset we are confronted with a criteria based on results achieved and our experience in this field is extremely meager. Data accumulated by federally operated facilities for blinded military personnel and, more recently, by several civilian centers is adding to our knowledge of the subject and resulting in the adoption, at least tentatively, of common philosophies and techniques which appear valid and of real use. We will hear more later this evening about results achieved with the help of the services of some of our better known centers and I commend this type of evidence to you as most important. But the newness of the center movement as we know it today should prompt only provisional acceptance of principles and procedures until more adequate evidence of their true worth is apparent. All of us experimenting in this area are obligated to make known and pool our experiences in the interest of scientific progress. In the meantime if results seem doubtful or difficult to measure we can take courage from Pasteur's answer to a critic who was dubious as to the value of the infant science of bacteriology. He said, "What good is a baby?" Every science must pass through the gradual stages of development from infancy to maturity before its full worth can be generally recognized. The Adjustment Center does not constitute a new science in itself but rather a concentration of several scientific skills on a particular set of problems. The problems are of great magnitude and their conquest is worthy of our best efforts.

I would like to consider with you at least some of the characteristics of existing center programs which seem to be valuable and productive of desired results. In passing we may also note certain areas where additional emphasis is indicated. From this point on I will use the term Rehabilitation Center instead of Adjustment Center to indicate the type of facility which is becoming more common wherein "diagnostic" and "adjustment" services are combined. The Kansas

center located at Topeka is of this type.

Individuals presenting exceptional problems, usually from the standpoints of vocational guidance and planning or adjustment are the ones to benefit most by rehabilitation center services. In my opinion it is not indicated that persons whose needs can be adequately met locally be sent to a rehabilitation center although I recognize that it is sometimes a temptation to do so. The services of the center are extensive and expensive and, although they should be used whenever applicable, they can be reserved for the more complex problems which defy satisfactory solution otherwise.

The essentiality of an individualized approach in the center program is generally accepted. Sufficient case information should be supplied to the center staff prior to a student's admission to clearly indicate at least the general nature of the problems and what it is hoped will be achieved by the center experience. From this point on the "student" remains an individual with his own particular "prescription" although he becomes a part of the group or "class." His individuality should be recognized to the extent that staff attitudes and manners toward him are consciously geared to his special needs and his entire schedule is consistent with his physical, emotional, and social capacity.

A necessary corollary to preserving an individualized approach is the keeping of complete case records. The well operated center will have full progress and observational notes by all staff members including reports on staff conferences related to the student and a complete summary report at the end of the student's stay at the center.

Adequate case diagnosis is the cornerstone or blueprint which serves as a basis for all center activity. This is true regardless of the type of problems presented by the student or the primary reason for his coming to the center. It is most important in the case situations where vocational planning is blocked by an absence of reliable information concerning work interests and skills. It becomes the task of the center staff to supply a sufficient variety of occupational information and experiences to enable the student to make a judgment as to his areas of interest, while at the same time evaluating his performance in diverse tasks and situations in order to point up fields of probable competence.

Such things as physical condition (with emphasis on the eye condition and prognosis) intelligence level, and something of the student's social skills and attitudes can usualy be determined prior to his coming to the center. Very early in the center program a more complete exploration of the student is undertaken including an analysis of intelligence, interests, aptitudes, motivation, habit patterns, social attitudes and, where indicated, additional medical data is secured. The ability of the student to travel independently is determined; his manipulative ability; his social skills in different settings; his accuracy in such sensory judgment trials as sound localization; tactile discrimination, odor identification, and judgments of distances, volumes, temperatures, forms, weights, and lengths. Information gained at this stage is to be regarded as inconclusive and only indicative of certain strengths, weaknesses and characteristics to be further verified and enlarged upon as the course progresses.

Following the initial week devoted primarily to evaluatory activities the student's individual schedule is usually worked out placing emphasis on areas of interest uncovered, and areas needing correction and strengthening. A replanning of schedules each successive ten days or two weeks is good practice utilizing newly found information.

For the student attending the center for the purpose of vocational diagnosis the schedule should be rather heavily weighted with work tryouts, job samples, and exposure to occupational information through reading, talks by employers and labor personnel, field trips, and counseling interviews. Job samples should be as realistic as possible and reflect actual work operations. So far as possible basic skills applicable to a number of specific jobs should be used.

It goes without saying that close observation by the staff to note not only performance, speed and accuracy on various operations but also attitude toward the job, organization of work, economy of movement, and in general the total approach to the task, is important. The student participates in samples and try-

outs in one field after another until the combined experience of the student and the staff results in an indication of vocational areas offering the greatest probability of satisfaction and success.

Nearly all individuals who attend rehabilitation centers for the blind are known to a counselor, case worker, home teacher, or other organization representative prior to coming to the center and will be again following the center experience. It is my feeling that this relationship should be maintained as far as possible during the student's center attendance and the center staff should refrain from long term case planning in order to avoid confusion in the mind of the student. It is necessary for center personnel to register approval and disapproval on specific matters to the student and even express genuine praise for a job well done. It seems better to me, however, for the center staff to report its findings and recommendations in detail to the permanent worker rather than assume responsibility for planning projected beyond the center course. Recommendations will usually include "aftercare" services designed to supplement the center services and may be participated in directly or indirectly by the staff of the center.

Adjustment services cannot be thought of as completely apart from diagnostic activities because both should become operative on the first day of the center class if not prior to that time. For our cursory consideration here we will touch in a general way on the most common techniques applied by centers in offering adjustment services.

Although individuals are properly accepted at centers for adjustment services without vocational planning being a factor, the need for so-called, "adjustment" services becomes doubly important if subsequent employment is the objective. We all recognize from our own experience that in order to be successful a worker must not only have the technical skill to perform his job but he must be sufficiently acceptable socially to get along with his employer and fellow workers. Studies along this line concerned with nonhandicapped workers support this fact. It becomes of vital importance to us, therefore, who are concerned with the assimilation of blind persons into the social scene to the maximum extent possible, to apply our best skill in conditioning our clients to conform satisfactorily.

The term "orientation" is used quite generally in connection with this area of activity. Used in the broad sense to indicate an awareness of one's relative position with reference to his environment, both social and physical, and with the implication of a reasonable degree of self-understanding I think the term is good and applicable to a large part of our activities designed to promote better "adjustment."

Most centers devote attention, (anticipating a wide variation in achievement) to physical mobility with a cane, a guide dog, or human guide; personal grooming; housekeeping; table etiquette; use of he telephone, typewriter and electronic devices; script writing; braille; shopping and handling of money; posture; elementary social graces; and the conducting of simple interpersonal relationships. Tools and aids available to the blind are introduced. Group discussions are held regularly and situational dramatic skits are acted out by the students and staff. Crafts are taught to serve as avocational pursuits or sources of small earnings. General information is supplied through field trips to points of interest, and the discussion of current events. Educational and vocational guidance, work therapy, and physical conditioning are included. An active recreation program in which the students participate in planning is an essential part of the adjustment procedure and should encompass the community as a whole rather than remain an intramural activity.

Personal counseling as a prominent part of an adjustment service program should help the student accept himself as he is and in relation to the people and world about him. It should stimulate him to achieve and strive to break down improper conceptions and shackling prejudices. The most skilled and practical professional help should be used to assist in this area and center personnel should not undertake work beyond their competence.

A center program that looks too much within itself for answers to the perplexing problems confronted is restricting its effectiveness tremendously. The resources of

the community are usually available for the tapping and the fields of medicine, psychiatry, psychology and social work, as well as other scientific disciplines have much to enrich our programs. Business, industry, labor, and civic organizations also should be "used" to an increasing extent to add reality to our activities.

A prime prerequisite to a good center program is, of course, a competent staff in adequate numbers. In our Topeka center we have a full time professional staff of three people including a chief instructor with a background of training in psychology; an instructor with a degree in industrial arts from a school of engineering; and a registered occupational therapist. Vocational counseling is provided by the staff counselors of the agency, and part time medical, psychiatric and psychological help is arranged for. The student load at the Topeka center has never exceeded eight and the average class tenure is six weeks.

The length of a given student's stay at a center should be determined, in my opinion, according to his individual need. There seems to be no justification for keeping a well adjusted young man in need of vocational diagnosis *only* for a period longer than it takes to arrive at the missing answers. On the other hand the cases of serious maladjustment and extreme dependence should *not* be sent home at the end of six weeks simply bcause that is the agreed upon practice. Additional experience and research should throw more light on this as well as many other debatable questions.

My time is rapidly running out but I feel I must say a word on a subject related to rehabilitation centers that I believe should receive our serious consideration. That is the matter of the number of such facilities required in the United States to meet the need. I have the conviction that it is a sounder plan to approach this new movement with intelligence as well as enthusiasm and establish only enough centers to meet recognized needs presently existing and felt to be of a continuing nature. Regional centers used by groups of states could afford to offer a higher quality of service than individual state facilities and much unnecessary duplication of expense and effort could be avoided. I believe participating states should have a voice in policy formulation with relation to the regional centers and the development of the center program should be designed to meet the needs of the entire region.

None of us expect the rehabilitation centers to accomplish superhuman results. We recognize that persons entering the center have unusual problems which may have been developed and entrenched through years of unwholesome conditioning. We *can* look to the center, however, for added insight into the problems and abilities of individuals; a reorientation to a more acceptable and satisfying mode of living; and suggestions for future planning. The absolute necessity of a good aftercare program cannot be overemphasized to insure the retention of ground gained and the continuation of progress started at the center.

Finally, we can return to the original premise that a good rehabilitation center is one that accomplishes the desired results. The outlook seems encouraging but the future will provide a better perspective for our judgment. For the present it is probably enough to know that the center movement represents an effort to extend a higher quality of service to a larger number of our blind citizens.

THE EFFECTIVENESS OF ADJUSTMENT AND PREVOCATIONAL TRAINING CENTERS FOR THE BLIND

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The establishment and maintenance of an adequate adjustment and prevocational center for the blind is indeed an expensive venture. The only realistic justification of such large expenditures must be on the basis of the number of individuals rehabilitated and the effectiveness of the program at the center in relation to the eventual vocational re-

habilitation of clients completing the courses offered by a center program. A study of our own program at Holly Hill, Florida reveals that the per diem cost for each client during the fiscal year ending June 30, 1950 was $12.84 and this approaches the average per diem cost of hospitalization in this state.

As the basic background for this paper I requested Mr. E. J. Manderfield, North Florida Area Supervisor and former Guidance and Testing Specialist, and Mr. Kenneth Ely, present Guidance and Testing Specialist, to study the complete files of 182 clients that had attended Holly Hill for the period ending June 30, 1949. From this study they prepared a statistical report which I bring with me today as the basis of this paper. Without their assistance I would have been totally unable to offer you a factual presentation.

Of the 182 cases studied, 87 were referred from our South Florida Area Office and 95 cases were referred from the North Florida Area Office. The cases were first analyzed and divided into A, B and C groups to designate the degree of difficulties that the students presented and these categories were based mainly on Rehabilitation Service Series #88 of Staff Development Aids #7 as prepared by Mr. Dabelstein of the O. V. R. in March 1949. In this valuable brochure Mr. Dabelstein discusses adjustment and prevocational training for the blind and appears to divide the group into three general categories: First, personal and social adjustment. Second, orientation and travel training. Third, development of basic skills. This rather broad grouping was also endorsed by our late friend Mr. Terry Foster of the O. V. R. staff. Thus, clients falling into Group A represent difficult cases of above average maladjustment and having no vocational diagnosis and no development of basic skills; Group B represents those of average difficulty whose adjustments are fair, but who lack development of basic skills and have not had compete vocational diagnosis; Group C represents clients offering just average problems, possessing fair adjustment levels, with necessary basic skills, but in need of vocational diagnosis and some further training.

Of the 182 clients made the basis of this study, 89 fell into Group A; 55 into Group B; and only 38 into Group C. It, therefore, can be seen that the referrals to our center were predominantly cases offering difficult problems to the counselors in the field.

The cases studied were also divided into two groups—X and Y; X representing the totally blind or those meeting the accepted definition of blindness; Y representing those clients of severe visual disability that because of psychological reasons had to be served as blind individuals. Of the 182 cases studied, 154 fell into Class X and only 28 into Class Y.

With reference to age, 20 of the total group were between 16 and 20 years of age,

49 were between 20 and 30,
35 were between 30 and 40,
38 were between 40 and 50, and
40 were 50 years of age and over.

Thus we find the largest single group between the ages of 20 and 30.

With reference to sex, 125 of the total group were males and 57 were females. Although we find that males were predominant in attendance at our center, the probability is that in any potentially employable group the ratio would undoubtedly be more nearly equal.

In attempting to study the length of attendance at the Center, I am handicapped by the fact that the length of the courses was changed from two weeks to six weeks during the period under study, and furthermore, during the six weeks course many students are sent home at the conclusion of two weeks because vocational diagnosis was the only needed service. Of the total group, 88 attended for two weeks and 94 completed the full course of six weeks training. It is noteworthy that the attendance record correlates closely with our groups of cases rated on the difficulty of problems presented, as outlined earlier in this paper.

An analysis of students from the standpoint of education reveals that 29 had completed fewer than four years of formal education, 64 had completed between five and six years of education, 65 had completed from nine to twelve, and 24 had completed in excess of twelve years.

Sixty of the clients had no employment history prior to attending the Center and 122 had some employment experience before attending the center either as sighted or blind individuals. The personnel at our center determined on the basis of their observation and records, that of the total group 143 were feasible for vocational rehabilitation and 39 were non-feasible.

The most interesting part of this study and the meat of it, of course, is the present status of our clients who completed training at the Center. For reasons of simplicity in presenting this picture, I am utilizing the status codes of the O. V. R.

Of the 182 clients I find presently that:

4 are in status 0
15 are in status 1
3 are in status 2
0 are in status 3
4 are in status 4
16 are in status 5
1 is in status 6
3 are in status 7
15 are in status 8
91 are in status 12
11 are in status 13
1 is in status 14
7 are in status 15, and

11 are now classified as clients of the Non Vocational Rehabilitation Division of this agency. The present status of these cases is very significant in my opinion. Of primary importance, 91 of the total group of 182 have already been closed as rehabilitated. It is reasonable to assume that those clients now in status 2, 4, 5, 6, and 7 will also be successfully closed and, therefore, 27 more approved closures will be added resulting in a total of 118 vocational rehabilitations from the group of 182 under study. This is of major significance when we consider that 89 of the total group were evaluated as cases presenting unusually difficult problems prior to attending the center for adjustment and pre-vocational services.

It is furthermore noted that 30 cases are now closed in status 13, 14, 15 and non-vocational rehabilitation status. It can be assumed that as a result of the center's work, these cases represent a good proportion of the 39 declared non-feasible and thus indicates the value of the program in preventing case service expenditures. It is somewhat disappointing to find that four of the cases are in status 0 and this indicates that new procedures in follow-up must be established.

Of the 91 cases closed as rehabilitated we find the employment objective as follows: 1 in Professional; 14 in Managerial and Official; 3 in Domestic Services; 6 in Agriculture, Horticulture and Kindred; 7 in Housewives; 22 in Vending Stands; 7 in Skilled Workshops; 11 in Semi-skilled Workshops; 5 in Skilled and 15 in Semi-skilled. This represents a good cross section of occupational objectives and indicates a careful evaluation of the clients' total resources.

I do believe that this study definitely indicates that services as offered at an adequate adjustment and pre-vocational center are not only highly effective, but also almost necessary to achieve vocational rehabilitation in selected cases. Off hand I can recall at least 10 clients among this group being analyzed that I sincerely believe would never have achieved satisfactory adjustment in suitable employment without the intense individual training offered by our center. There is no doubt in my mind that improved techniques will reduce the per diem cost of the center considerably during the present fiscal year, but it will always be an expensive proposition in terms of money spent. In terms of clients salvaged from an apparent non-feasible classification, it represents an economy in human resources. I can safely state that our vocational rehabilitation staff would view with alarm any hint of curtailment of the center's services, and this agency feels that the adjustment center is an integral and necessary unit in the total rehabilitation picture.

ADJUSTMENT TRAINING IN ARKANSAS

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A little more than four years ago, the Adjustment Center for the Blind was initiated by the Little Rock Lions' Club. This was the climax of the realization for the need of some type of adjustment training for our newly blinded citizens, in order to speed their return to a normal active life. The task of establishing this Center was the special work of the Sight Conservation Committee, under the chairmanship of Roy Kumpe, Managing Director of the Arkansas Enterprises for the Blind. The Center is sponsored by the Lions Clubs of Arkansas through an annual "Be Thankful You Can See" seal sale each November. It was officially opened March 3, 1947 and is operated by the Arkansas Enterprises for the Blind, a private, non-profit agency which operates the Vending Stand and Business Enterprise Program, in cooperation with the State Department of Public Welfare and the Vocational Rehabilitation Division. The Department of Public Welfare aided by assigning one of their home teachers to the Center, as an instructor in braille, typing, and handicrafts. The Vocational Rehabilitation contributed by financing and approving for training those blinded, who had previously not been feasible for employment without adjustment to blindness.

Our growth has been slow and we have profited much by our experiences. First, our desire to train the individual in as normal a setting as possible, is met by the smallness of the group with which we work at one time. Our physical facilities will accomodate eighteen people, but in order to meet the needs of each individual with our staff of four regular instructors and three part-time counselors, we have found that our best capacity crowd should not exceed twelve at any one time.

The general atmosphere of the Center is that of a large family, and the routine is much the same, with the exception of the seven hours of constructive activities in which the trainees participate from eight in the morning until four in the afternoon each day.

Our plant consists of the main building, the woodworking shop, the cane shop, and the grounds. The main building houses the living quarters of the trainees on the second floor, while the first floor consists of the office, main living room, dining room, kitchen, preparation room, classroom, and living quarters of the supervisor.

In the dining room, each meal is a practice meal in which the individual's table etiquette is observed and corrections made privately. He is aware that the dining room is a testing and proving ground where he can learn and practice proper eating habits. He learns the proper silver for various foods, and how to go about eating foods which are difficult to handle. Upon leaving the Center, he feels at ease at the table because he knows his faults have been pointed out to him and he has made, or attempted to make, the necessary corrections.

Training in laundry work is taken one day a week for two consecutive weeks, where he learns to operate the equipment and thus adds another activity to his list of experiences. Two other trainees are assigned simultaneously to the kitchen for an experience new to many—that of washing and drying the dishes.

The classroom has many activities, including classes in braille and typing each day, while other activities are engaged in from one to three times a week. In addition to braille and typing, instruction is given in long hand, leathercraft, tile and wooden beadcraft, weaving, machine sewing for the women, and various handicrafts including mats, doilies, knitting and sewing bags, pin cushions of looper clips, crocheting, knitting, etc. Instruction is given in organized play for recreation such as bingo, a variety of card games, dominos, and checkers. Through the cooperation of the Y. M. C. A. and a Men's Bible Class from a local church, the men enjoy a swim once a week at the pool.

In the woodworking shop, no attempt is made to teach carpentry—the primary purpose being to get the feel of handling power

machinery, to restore confidence, and to develop dexterity. Each individual begins and completes small articles, such as tie racks, book ends, and boudoir lamps. In groups of two or more, larger articles such as end tables, flower trellises, and picnic tables have been made satisfactorily. This shop also houses the ceramics department where practically all work is done free hand, as an aid to self expression, visualization and coordination. Glazing and firing are also done in the shop, and the individual has his work of art to take home to his family. There are activities in plastics, metal, and plaster modeling to further the development of touch and visualization.

In the cane shop actual experience, under the supervision of the instructor, is gained in re-caning chairs, brought in by outside people who wish to have the work done. Here they are confronted with many problems they would encounter were they to engage in caning as a livelihood, either wholly or partially, upon completion of their course at the Center. Rubber mats and basketry are also made in this department.

On the grounds, the beginner is given initial instruction in straight-line travel, the proper use of the cane, and correction of defects in posture. Training in facial vision is given on the object perception course. Sound depth is further developed by use of the archery range and it is also a contributor towards organized play and sportsmanship. After satisfactory completion of orientation and travel in the buildings and on the grounds, the trainee is then given supervised travel in the downtown shopping district. Here, he learns to cope with confusing noises, to rely upon himself for his directions, and to overcome any timidity he might have toward asking help of others in crossing a busy thoroughfare. When he feels secure and thinks he can make the trip alone, he is given a short assignment, and upon the satisfactory completion of that trip, his assignments grow in length until he is traveling anywhere he wishes to go within the city.

In cooperation with the Vending Stand Program, we offer stand observation the latter part of the adjustment training course. The purpose of this is *not* to encourage them to be stand operators, but to observe, first hand, other blind individuals working in normal positions. Again travel experience is brought into the picture, as the trainee travels to any one of the twelve stands in Little Rock unaccompanied, often making transfers from one street bus to another at designated transfer points.

What are the requirements for enrollment at the Center? We have accepted trainees, not only from Arkansas, but from neighboring states. These were approved by the rehabilitating agency of that state or the Veterans Administration. At present, it is the plan of the governing board to make the Center a regional Center. Upon enrollment, the agency sponsoring the trainee supplies us with a copy of the general medical and eye report, together with a summary or a copy of the survey report, in order that we may be familiar with his social background. He is assigned to the Center for a minimum of seventeen weeks, and longer in exceptional cases. He must be a resident of the Center during his training period. The entire plant is open at all times, to everyone, in order that the trainee does not feel restricted about his movements, thereby feeling as free as he would in his own home. During this time he learns five important habits:

1. To rely upon himself for his casual needs and, at the same time, be free of overprotection by his family and friends.
2. The rudiments of living in neat surroundings by making his bed and caring for his clothing.
3. Identify and combine wearing apparel of harmonizing colors.
4. To live with people and to be considerate of others rather than be self centered.
5. To be systematic about his daily routine and to fit into a group either in work or play.

Blind mannerisms are weeded out and the trainee is motivated to the extent that he realizes that he has them and wants to discard them. Such items as personal grooming, table etiquette, and daily living are brought before the group in a general discussion period once each week. These are discussed individually in private conferences, at which times the needs of the individual are reviewed, and plans are made with him as to

how he can best overcome his particular problem. Coinciding with this restoration of confidence in himself, an effort is also made to help him realize his limitations due to the loss of sight, to increase visualization, coordination and dexterity, and to form work habits that will be lasting.

Upon enrolling at the Center, a trainee is observed for the first two or three weeks until he begins to be familiar with his surroundings and feels at ease. Then his strong points and short comings are taken into account and recorded in an analysis report. Each day, each instructor makes a notation of work done by the trainee in each activity under his or her supervision with regard to accepting help, attitude toward handicap, his ability to grasp and present new ideas, the quality of his work and the speed in which it was accomplished. These reports are turned in to the supervisor at the end of each week and are compiled into a monthly progress report which is sent to the trainee's counselor.

Since the opening of our Center, we have had approximately 125 men and women to participate in our training program. We did not expect to meet with success each time, and in many instances there was doubt in the minds of the counselors, that some of the clients brought to the Center would ever be employable. However, after prevocational development, in a goodly number the results have been satisfactory. Statistics at the Center show that sixty-seven per cent of the former trainees are employed as a result of the adjustment training course, where thirty-three per cent have never been employed. Picking at random, I shall tell you about three people, who when brought to the Center, raised a question in the minds of their counselors as to whether they would ever be employable.

One, a man of fifty, who, in addition to his blindness, is a polio victim and walked with the aid of crutches. His academic work was only a few hours short of a Master of Arts degree, yet he thought negatively of his ability to travel up and down steps and was still in a state of nervous frustration over the loss of his sight. Reluctantly, he decided to try, and with much effort he began to plan for the future and to find himself. His success with braille, made it possible for him to make his notes, and at present he is a successful teacher of history in one of our high schools for the sighted.

Another, a man of forty, who had never worked in industry but had always lived on the family farm with no regard to time or the requirements of public employment, no thought to personal grooming, and no plans for the future. After four months' supervision in personal grooming, and the development of dexterity and coordination as well as work habits, he was placed in industrial employment. This was in a different town from his family, therefore he relied upon himself. He is now earning in the neighborhood of sixty dollars per week on a production basis. He has since married and has established a home.

The third, and last whom I shall mention, is a girl of 31. She had been in a weakened physical condition and her eyesight had been drastically impaired due to a prolonged improper diet. On a cosmetic basis, she was in need of plastic surgery on her nose. Her weight—85 pounds. Her formal education consisted of forty-five days, and the rest was acquired casually in the home. With medical attention provided by Vocational Rehabilitation and constant supervision of diet, she began to gain weight, take on a cheerful attitude, renewed her interest in training and looked forward to becoming self supporting. After three months' training, plastic surgery was performed and she emerged a new person physically and mentally. With two additional months' adjustment training she wanted to try vending stand operation. With some doubt as to her physical condition permitting such an undertaking, she was allowed to try. Today she is managing a stand in an office building, is active in church activities, and has taken her place in the social life of people her age. Her weight is normal, at present, for her height.

We have learned many lessons since our opening in 1947. We have found that the cost of adjustment training is much greater than we had anticipated. Our records show that on a very moderate basis, the cost has been double the amount paid by a rehabilitation agency, therefore, we could not operate without the sponsorship of the Lions of Arkansas. We have learned that we do not have as many blind in our state who are re-

habilitation material, therefore the number of trainees we are getting has not been what we had anticipated. So far, we can only have those for whom the state will pay, and we are inviting other states who do not have similar Centers, to share in our training program. Our age bracket has expanded, and the length of employment increased, which means there will be more blindness. It is our hope that we may be able to work out some plan of financing, that this group of people who will not be feasible for employment, and cases who live out of reach of a home teacher, can be given the benefits of this training in order that they may live a richer, more satisfying life.

PSYCHOLOGICAL TESTING OF THE BLIND

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The purpose of the psychological testing of the blind does not differ from that of the testing of the sighted. The psychological test is an evaluation of the behavior of an individual for the primary purpose of predicting what his behavior will be in the future. It is a scientific, standardized evaluation designed to replace opinionated interpretation and subjective judgment. Its importance lies in its contribution of information that can be secured by no other means concerning the subject—supplemental information used as an adjunct to the case history of the subject. The psychological examination standing alone is certainly an important source of information about a subject, but it assumes a role of maximum importance when interpreted in terms of the subject's past record of behavior.

In a rehabilitation program, the psychological examination supplies three basic sets of information about an individual. First, it indicates what activities the subject is able actively and efficiently to engage in. To supply this information the psychologist needs some measure of general mental ability. From this measure, usually referred to as mental age or I.Q., the psychologist is able to infer a general level of functioning ability of the subject. This inference may take the negative form, for example it excludes professional or highly intellectual activities for people of below-average intellectual capacity, and indicates instead unskilled work of a repetitious nature. In addition, some method of personality appraisal should be employed. The extent of the subject's emotional maturity, his social contacts, his reaction to other people and to himself, and his general adjustment to his environment, tend to dictate the type of activity in which the subject will be motivated to engage.

From this point on the subject becomes an individual case, and, with his own possibilities in mind, achievement and ability tests are administered to him. These examinations not only record what the subject is able to do at present but, of equal importance, what he is unable to do.

The second basic set of information is an indication of what the subject wants to do. Through the use of one of the existing standardized occupational interest records we get a statement of the subject's own opinion of the kinds of work in which he is interested. This kind of inventory forces the subject to compare many kinds of activities and evaluates the strength of his interest in various occupational fields. The successful placement of a client, after all, depends as much upon his interest as it does upon his ability.

Third, the psychological examination indicates what the subject can learn to do. If the subject is unable to engage in any productive activity, or if he has no past employment record, it becomes important to ascertain what he can learn to do. Here his level of intelligence, his personality adjustment, and his occupational preferences are important, for they indicate the fields in which he should be tested for aptitude. The aptitude tests will predict quality of performance in these fields. The intelligence test is, for example, in effect a scholastic aptitude test, for those people who rank high on intelligence tests will tend to excel in scholastic achievement.

The psychological examination supplies these three basic sets of information about

any individual, whether or not he has a visual handicap. The main problem which arises in the testing of the blind is the administration to the blind of tests which were designed for the sighted population. Today there are very few psychological tests designed and standardized wholly for the use of the blind. The main body of tests calls almost without exception for the use of vision. The statistics on these tests have been gathered on sighted populations and have been designed to predict the behavior of the sighted individual. In theory, the use of these sighted tests for the blind is a desirable procedure in a rehabilitation program. Since the blind must compete for jobs in a sighted world, we must have a comparison of the abilities of the blind and the sighted, and this may be achieved by using with the blind tests designed for the sighted. The practical problem, then, is to adapt these tests to use with the blind without changing them so much that they no longer measure efficiently what they were designed to measure.

Since I have been working in the field of the psychological testing of the blind, many people have asked me how it is mechanically possible to test a person who has no sight. This problem has been approached by experimenters in several ways. Some tests have been recorded in Braille, however the use of these tests is restricted to those blind people who can read Braille. Another method employs an examiner to read the test questions aloud to the subject who indicates his answers by marking in pencil raised dots on an answer-sheet. Answer-sheets for this kind of test consist of a simple pattern of dots and require no knowledge of Braille. These methods can be employed to test more than one subject at a time. To allow a blind person to work at his own speed, some tests have been recorded on wire or tape. The subject may thus control the amount of time taken to answer each question. The experimenters responsible for developing this method of testing have applied it largely to the various measures of personality adjustment. Since this method does not require the presence of an examiner, the experimenters have felt that it restores privacy to the test session and that therefore the subject will answer the questions more candidly than he would if he were giving his answers to another person. Finally, there is the individual method of testing in which the examiner reads the questions to the subject and records his answers on the standard prepared answer-sheet. This individual method is the most effective and rewarding of the four techniques by reason of the opportunity it gives to observe the subject's work-habits, which I shall discuss later.

Certain difficulties become apparent in the administration of psychological tests to the blind. In the first place, if the examiner is sighted, he counts very heavily on visual cues to achieve rapport between himself and his sighted subject before he begins the examination. He shows sincerity and kindness by smiling, and he controls his general visual demeanor to give his subject a sense of self-confidence, responsiveness, and calmness. Certainly he considers the quality, pitch, inflection, and tone of his voice important, but he relies most heavily on visual stimulation. On the other hand, the blind person receives the great part of his perception through his ears. The examiner is now faced with the problem of preparing the subject for the examination without the visual cues he has developed in testing the sighted. He must now depend upon his own voice to convey sincerity and kindness and to put his subject at ease. Now, in the administration of a psychological examination, all subjects tested must receive equal stimulation. Obviously if one subject receives greater stimulation than other subjects tested, his score may be spuriously high. In the actual administration of the test to a sighted subject, the examiner stimulates the subject to respond by both visual and auditory cues. But he must stimulate the blind person *to equal response* primarily by auditory cues. The quality of his voice now assumes great importance. If his voice is rasping or harsh, if he talks in a monotone or sustains long periods of absolute silence, he will not achieve equal stimulation of the blind person, and the results of the test are less valid. This job of equal stimulation is a great problem in the testing of the blind, and unless it can be effectively controlled it may add to the assumption of many people that there is a great difference between the blind and the sighted as evidenced by psychological tests.

Another difficulty that may arise in the testing of the blind is that of attention or distraction. In general, the blind are as attentive as, if not more so than, the sighted. The problem arises in the inability of the examiner to detect a loss of attention and, more important, the cause of this loss. The sighted subject may be distracted by such things as a change in the illumination of the room caused by flickering electric lights or a cloud passing over the sun. The subject is quite likely to comment on such a distraction and so to relax his concentration on the examination. This kind of visual distraction is readily recognized by the examiner, who takes steps to redirect the subject's thinking to the question at hand. On the other hand, the blind subject, particularly when being tested in his own environment, is sometimes undetectably distracted by minute noises unnoticed by the examiner. Some time may pass during which the test session proceeds before the examiner notices the distraction, if he ever does. In this manner the validity of the test results may be negatively affected.

I have been asked if the blind do not react differently from the sighted to psychological examinations. Many of the blind people with whom I have come in contact in the rehabilitation program have displayed nervousness, suggestibility, dependence, lack of self-confidence, or general apprehensiveness. For the most part, these qualities may be traced directly to long periods of idleness and non-productive activity which tend to cause unrest and anxiety. This inactivity alone is enough to affect a person's behavior whether or not he has a visual handicap. We who participate in rehabilitation programs for the blind should guard against sterotyping the industrially blind as a population by attributing to all blind people the qualities of those blind individuals with whom we may come in contact daily and who are so much in need of that feeling of achievement and self-confidence which can come only with action and production.

A well-administered psychological examination should reveal two interrelated sets of information concerning the subject. In the first place, the actual scores of the measuring instruments used in each case should be recorded, that is, the actual I.Q. or mental age; the numerical results of the occupational interest inventories, the aptitude tests, and the mechanical tests; and lastly, with a certain degree of caution, the numerical results of the measure of personality adjustment used in the case. The norms for each test should be recorded along with these raw scores. Raw scores standing alone indicate nothing; they must be accompanied by a statement of what is average, or what is high or low, in each case. When the norms are given along with the raw scores, any person reading the examination record is able to compare the scores of the individual tested with those of many other people who have taken the same examination.

The scores of the individual tests are of obvious importance, however we know little about a person if we are informed of his general demeanor wholly in terms of numbers and nothing else. The examination should yield a second kind of information. It should be used as an observation of the subject's behavior in terms of his general work-habits in a work situation. There is no better time to observe the subject's reactions to working under pressure, short of observing him at work in an actual job. Certain tasks are requested of him during the examination, and we are interested in his general approach to these tasks. How he reacts to the test problems is certainly an indication of how he may act when placed in a job. How well does he cooperate? Is he self-confident or apprehensive? What is his reaction to praise or criticism? What is his attentive capacity? How much spirit and real "push" does he manifest when under pressure? Answers to questions such as these should be recorded before the psychological examination can be regarded as having maximum predictive power.

In the case of the blind, this work-habit observation is of maximum importance. The sighted person may gain experience in a wide variety of activities. The blind are limited in their opportunity to acquire varied experience. They cannot easily move from job to job looking for something which suits their likes and abilities. It is the responsibility of the counsellor to acquire a maximum amount of information about the work-habits

of his client before placing him on a job. It is easy to see that this information is of great importance in placing the blind.

I feel sure that we can all recall more than a few cases of job placement where interest and ability indicated job success but the job just didn't work out. It appeared we were cognizant of the individual's general characteristics, all except, for instance, his sensitivity to criticism and his extreme need of praise. In a week the client was back. He hated his job, he detested his supervisor, his associates didn't understand him, the duties of his job were disagreeable, the impossible was expected of him, and probably lastly the pay was too low. The answer may be very simple. His boss, not forewarned, criticized, justly or unjustly, his work. His defensive response was explosive and immediate and gave rise to his general opinion of the work environment. We failed to recognize this individual's sensitivity, therefore his employer had no knowledge of it. Such a failure or inadequacy on our part may have a lasting effect on the young blind man just starting out and make the job of general rehabilitation that much more difficult.

The counsellor must be advised with the greatest possible accuracy of the work-habits of his client as interpreted in the light of the restricted field of occupational endeavor in which the blind may participate. Obviously this kind of information can be given the counsellor only by an examiner who is experienced in the administration and interpretation of psychological tests. It should not be difficult to realize how much harm can be caused by an inaccurate evaluation of a client's behavior. Entrusting the psychological examination of blind clients to a counsellor or other worker untrained in psychometrics, no matter how confident and enthusiastic he may be, can be very dangerous. This point cannot be over emphasized. We all know how very important it is that the counsellor who works with the blind be well-trained and experienced in his job. It is of equal importance that the psychologist who supplies that counsellor with psychological information about his clients be thoroughly trained in the administration and interpretation of psychological tests.

In the last analysis, we must have some way to evaluate the effectiveness of the testing program. This can be done by comparing our past predictions with the present behavior of the subjects tested. To continue a testing program without examining its results is like firing a gun without examining the target: our ability to handle a gun may be excellent, but if we do not frequently examine the target we have no proof of the accuracy of our shooting nor can we profit by any errors we may have made.

In psychometrics, this examination of the target is called the validation process. In a rehabilitation program this validation takes the form of a comparison of the methods and procedures of rehabilitation with the success of our disposition of the clients tested. If this disposition has been successful, we must record those elements of our prediction which have contributed to its success. The same thing is, of course, even more necessary in the case of a disposition which has failed. Only through the complete examination and recording of our past successes and failures can we expect to make a greater number of successful predictions and dispositions in the future.

The psychological testing of the blind is a relatively new field. There are many opinions concerning the abilities and personality adjustments of the blind. Only through scientific investigation and experimentation can these theories be disproven or corroborated. The psychological examination, correctly administered and interpreted, can be an invaluable aid to the understanding and solution of the problems of the blind.

MINUTES OF MEETING OF GROUP F—EXECUTIVE HEADS OF NATIONAL AGENCIES AND PROFESSIONAL STAFF MEMBERS

The meeting of Executive Heads of National Agencies for the Blind and Professional Staff Members—Group F—was called to order by the Chairman, Mr. A. N. Magill, Superintendent Ontario Division Canadian National Institute for the Blind, Toronto,

Ontario, on Thursday July 13th, 1950 at 8:15 P. M. Mr. Magill reported that Mrs. Dorothy Bryan, former Director of Services for the Deaf-Blind of the American Foundation for the Blind and Secretary of Group F had resigned because of her change of position and that it would be necessary to nominate a new secretary to complete Mrs. Bryan's term. Mr. Hulen Walker, Legislative Analyst of the American Foundation for the Blind moved that Elizabeth L. Hutchinson a Vice-President of The Seeing Eye, Inc., Morristown, New Jersey, be chosen for the position. This motion was seconded and carried. No further business was transacted and the meeting progressed with the three scheduled papers.

Capt. M. C. Robinson, National Director for Western Canada, Canadian National Institute for the Blind, Vancouver, B. C., gave the first paper:—"The Contributions of a National Agency to the Work for the Blind." The second paper was given by Dr. Francis J. Cummings, Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware:—"The Contributions that a State Agency Should Expect to Receive from a National Agency." Miss Kathern Gruber, Assistant Director, American Foundation for the Blind, Inc., New York, gave the last paper on:—"The Training and Placement of Competent Blind People in Executive Positions in our Profession." Following the reading of these papers the meeting was adjourned.

Elizabeth L. Hutchinson, *Sec'y.*

THE CONTRIBUTIONS OF A NATIONAL AGENCY TO THE WORK FOR THE BLIND

* CAPTAIN M. C. ROBINSON

National Director, Western Canada, The Canadian National Institute for the Blind, Vancouver, British Columbia

In presenting this paper, I am assuming it will be understood that my viewpoint is based on personal experience with a national multi-service agency operating as the only national general service agency in the country. The programme covers registration, case work, home teaching, library service, salesroom service, employment (both sheltered and open), recreation, residential care, rehabilitation, research, pre-school children, promotion of Provincial and Federal legislation for the blind, and the prevention of blindness.

The question of a monopoly and the accompanying danger of an agency with no competitors, will immediately arise in your mind, and we are fully aware of the implications which might arise. We have however, taken very definite and positive steps to avoid this situation by encouraging the formation of a strong national organization made up of representatives from local clubs of the blind across the country, and by offering this organization and its local affiliates, full opportunity for criticism of suggestions regarding the administration, policy and programme of our organization. There is always a joint representation from the service agency for the blind and the organization of the blind in promoting provincial and federal legislation affecting the welfare of the blind. This organization of the blind represents the overwhelming majority of the organized blind in the country, and they keep themselves fully informed in respect to all programmes and services for the blind on this continent as well as the other countries of the world, and are therefore in a position to judge the merits of our programme and its standards. This council of the blind has representation in the A.A.W.B., and its president is a regular attendant at these conventions.

The advantages of such a national multi-service agency are manifold, and I propose to discuss these advantages from three viewpoints—that of the agency; that of the client; and that of the public.

The national service agency has in the first place a complete registration of all the blind in the country. From these statistics

* Visually Handicapped.

it can give information on causes of blindness; ages at which blindness occur; age groups of the blind; employment opportunities; comparative cost of all services to the blind; the geographical location of the blind population across the country. These statistics are invaluable in the preparation of briefs for the promotion of improved legislation for the blind.

Basic services stem out from the national headquarters and apply countrywide under local administration. These include home teaching, library service, salesroom, concessions, such as reduced transportation fares, free theatre passes, radio licenses, free postage on Braille material and talking book records. On the national staff are highly qualified personnel who act in a consulting and advisory capacity in the development of local programmes in administration, industrial, commercial and sheltered employment, social welfare, rehabilitation, home teaching and recreation.

Local administration has complete freedom of action in respect to the development of new services, and by planned exchange of information, all districts are made aware of the success or failure of such experiments. In this way unnecessary duplication and costs in the experimental field are avoided. Friendly competition and comparison of the service programme between districts encourages continuing development.

The scope of the programme necessitates a large staff, and consequently opportunities for promotion are much greater than in a local, or single programme agency. This encourages a better quality of staff, with the resulting better quality of service. Training schools for field secretaries, placement officers, and home teachers are operated on a national basis.

Although each district office is responsible for its own financing, the national aspect of the agency ensures the stabilized financing of the programme by means of loans in the event of temporary financial difficulties in any one district.

National, as well as local files are maintained on each blind person. The local file follows a client from one district to another and thus ensures continuing service and precludes the necessity of repeated basic histories being taken. It also safeguards the agency from the few unscruplous clients.

In accordance with one of the basic concepts of social work, the total needs of the blind person are considered. By this I mean his emotional, social, physical, vocational and recreational requirements. In a national multi-service agency we are able to carry out this type of integrated programme. May I trace the mechanics of service given to one client, Bill.

Bill lost his sight as a result of an accident in a rural district. He was 29 years of age with grade school education. His work experience was largely in the manual field. He was referred by an eye specialist, and called in the company of his brother to the agency's local office. He was introduced to a trained social worker who subsequently visited him on several occasions, during which time she assisted him in his adjustment to the handicap. The process of registration, including eye specialist's report, questionnaire and basic history was completed. Home teaching was arranged, and Bill showed particular aptitude in handicrafts with reasonable performance in Braille and typing. At this stage his chief problem was vocational. After consultation with the supervisor of employment services Bill was placed in the agency's broom factory. He mastered broom making in a remarkably short time and was soon, although totally blind, the top winder. This satisfied his needs during working hours for the time being, but he reached out for a fuller life. Participation was arranged in several types of the recreational activities sponsored by the agency. He excelled in bowling, was an unlucky fisherman, and proved one of the most popular members of the social club. During this period, personal contact was maintained between himself and the social worker. After some time he expressed a desire to assist other blind people to find as much satisfaction in life as he was experiencing. Consultation among various members of the administrative staff resulted in an opportunity to take training on a specialized branch of the agency's activities. A recommendation was forwarded to the national headquarters and soon after Bill was undergoing an intensive staff course. Upon completion of this, he returned to the local

district and assumed his new responsibilities. By now Bill had married. He had designed and built his own boat and installed an inboard motor. He was camping, fishing, reading Braille, attending sighted night school lectures, and assuming full responsibility as a citizen, father and husband. The contribution he was making to his fellow blind did not go unnoticed by the agency as a whole, and eventually he was offered one of the most important positions on the national staff of the agency. Before accepting, he consulted with the social worker and the district administrator as to his qualifications and likelihood of success. They urged him to accept, which he did. I hope this review of an actual case will illustrate the advantage of a national multi-service agency from the viewpoint of a client.

In considering the third aspect, from the viewpoint of the public, a national multi-service agency, which assumes the entire or major part of private agency services to the blind in any given community, becomes the recognized centre of information concerning the blind. Newspapers develop the practice of consulting with such agency before going off the 'deep end' in respect to absurd and exaggerated stories. Attempts to exploit the cause of the blind are often foiled through citizens checking up with the central responsible agency.

We are all familiar with the case of the child or adult about to become blind because of lack of funds for medical treatment; the case of the destitute citizen wishing to sell a perfectly good eye in order to pay for his wife's cancer operation, and the dozen and one other equally fantastic but nevertheless heart-rending sob stories which inevitably creep into the news. These stories, however, are much more prevalent where no central agency is established.

In obtaining concessions, and in the administration of these concessions, some of which have been mentioned earlier, the process becomes greatly simplified when one agency is responsibile. This also applies in negotiating allowances and other public welfare services. In my experience it is not uncommon for the administrator of a public welfare department to call in the administration of a private national multi-service agency to consult in respect to changes in the public welfare provisions for the blind; to ask for recommendations in respect to social assistance allowances as applying to individual blind cases; in establishing adequate rates for boarding and nursing home care. There is also close co-operation with universities, research councils, and in fact community resources as a whole. There can be no doubt as to the advantages which accrue in respect to the raising of funds, both for capital and operation purposes when one agency makes one appeal.

Although the views expressed are based on actual experience in a country of some 15 million people, it would seem that many of the same principles would apply to any country regardless of population, providing always there are adequate safeguards against the dangers of monopoly, and there would seem no greater safeguard than a well conceived, well organized, and well led organization of the blind people themselves.

CONTRIBUTIONS A STATE AGENCY REQUIRES OF A NATIONAL AGENCY

* F. J. CUMMINGS, PH.D.

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In order to prepare this paper, I might have been systematic and pseudo-scientific: I might have sent out questionnaires to various state and voluntary agencies seeking their views as to what might be expected of a nationwide agency serving the blind. I might have done this, but I didn't. Too often have I slept through papers telling, with concomitant pomposity, that "six states feel this way; seven the other way, and thirty-five don't quite know how they feel." And thus the litany continues, so that at

* Visually Handicapped.

its end, your mind is so befuddled that the statistics don't register properly and would not, therefore, help you very much even if, by some miracle, they happened to have any meaning. No, ladies and gentlemen, what I say is strictly Cummingsian, purely subjective but of a subjectivity based on long and, I hope, sound experience.

First of all, there are at least two types of nationwide agencies that we in the states might call upon for service, the governmental and the voluntary. The governmental agencies, of course, are girt about with a cincture of redtape, more or less constricting according to the personalities and the laws involved. The voluntary agency, on the other hand, is, for the most part, restricted only by a possibly indifferent or ununderstanding board and by the lack of imagination or of industry of director and staff—or of funds. All the imagination in the world and much potential industry are often squelched completely in the *engrenage* of modern governmental setups.

There are services that we require of the governmental agencies that we do not, nay, often cannot, ask of the voluntary. The reverse is also true. And there is a set of services that might be obtained from either type of organization.

Some of the services that we have a right to expect of our official national agencies are:

Securing and distributing federal funds for state services partly or entirely financed by federal moneys—vocational rehabilitation, financial aid under the Social Security Act, etc.

Securing and distributing to national private agencies or to state agencies apparatus, equipment, materials, etc., for which Congress has made appropriations. Braille books, talking-book machines and talking-book records would be illustrations.

Providing the states with consultative services, especially in those areas covered by federal-state programs—rehabilitation, financial aid, children's services, etc.

Bringing to state agencies results of research and experience of national agencies and other groups. Representatives of the nationwide organizations would be more likely to learn about and have experience with specific programs in the states and to know how they fit into the general pattern of service.

Carrying on and interpreting research. Most states, except the very largest, are not in position to do research, and even the very largest can do but a circumscribed amount. The federal government should be expected to provide funds for research into causes and prevention of blindness, best methods of adjusting to their new way of life those irremediably blind, improved educational methods for teaching the blind, appliances and devices adapted to the use of the blind and which render blindness less restricting.

Not all these services that I would seek from the nationwide governmental agencies are forthcoming. The old bogey redtape gets in the way, or the particular administration does not believe that such services can be or should be provided from government funds. Or, again, Congress may fail to appropriate the money even when requested by the relevant governmental agency. And so, the voluntary agency takes over. The voluntary nationwide agency does research on devices for the use of the blind; perfects a talking book or a braille typewriter; or works on the development of reading machines, travel aids—electronic or other, even to the lowly cane; provides consultative service where there is no federal service or where this latter is unsatisfactory, etc.

It is true that much excellent research has been done by government agencies in various fields but very little, if any, of it pertains to blindness or the blind. The voluntary agency must step into the breach, as has been so admirably done, sometimes with government funds helping a little, sometimes as a strictly private venture. Then, later, after the research has established facts or produced appliances, the governmental organization, having something concrete on which to base request for appropriations, often takes over in whole or in part. The talking book would be a good illustration of what I mean. Here we see a felicitous collaboration of private and governmental nationwide services.

It is to the nationwide agency, more often the voluntary agency, that we in the states turn for statistical data, for results of surveys

and studies that may be used constructively in our state planning. The Social Security Bulletin would be an example on the governmental level, the excellent statistical studies of the American Foundation for the Blind and the Russell Sage Foundation on the voluntary level.

You will note that I have included in the foregoing many services that we in the states are already receiving from nationwide organizations and some devoutly to be wished. The voluntary agency is likely to be more flexible, less hampered in the providing of services. The governmental agency is likely to have more money at its disposal to be more amenable to "persuasion" in the form of pressure prudently applied but, in general, more circumscribed, more hemmed-in than the private group. Both should—and do—work with the states toward the procuring of forward-looking legislation on matters pertaining to the welfare of the blind. The states, however, are often obliged to serve as balance of power, to work with that agency—usually the private—that is sponsoring helpful legislation or opposing undesirable schemes. An example would be the attitude of many of the states and of some of the nationwide private agencies to H. R. 5577, a bill strongly sponsored by the governmental group but which we feel would do infinite harm to the cause of the blind by "decategorizing" us and lumping us with other so-called severely handicapped, to whom, of course, we wish well but not at the expense of our people. Another example would be exempt earnings opposed so desperately by the governmental agency involved and advocated staunchly by states and national voluntary agencies. The national voluntary agency serves here as an invaluable check on the legislative doings of the governmental groups, alerting the states and leading the attack. At other times, however, wholesome, constructive legislation put forward by governmental groups can be wholeheartedly backed by the states.

All that I have outlined here would be much simpler if there were in our field but one outstanding voluntary agency, doing those things the government cannot or will not do, and one governmental agency serving the blind, a bureau of services to the blind on the federal level, the servant of the states, the help meet of the voluntary groups. May this desideratum win early realization.

THE TRAINING AND PLACEMENT OF COMPETENT BLIND PEOPLE IN THE EXECUTIVE POSITIONS IN OUR PROFESSION

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The subject matter assigned to me for this paper is "The Training and Placement of Competent Blind Persons in Executive Positions in Our Profession". Usually there is another word associated with "training and placement" and that is "selection". For the purposes of this paper it could be assumed that the selection of competent blind persons has already been made; that these chosen ones are going to assume executive positions in work with the blind; and that our chief concern in this presentation is with the training and placement of these selected blind individuals. The assumption seems too broad. In order to give added emphasis and strength to the content dealing directly with training and placement, it seems wise to review briefly some of the qualities we would expect to find in these selected, competent blind individuals.

Let us take for granted at the outset that they are individuals whose personal mastery of the factor of blindness is of such quality as to associate them in the mind of the public, *not* with the "dark dependency" of blindness but with the dynamics of that disability as a positive force! Let us assume that they have been selected for this executive work with the blind by the *pooled judgment* of several individuals whose capacity to judge is not based solely upon their ability to interpret the results of a battery of tests and measurements but also upon their combined wisdom in evaluating those supplementary criteria which contribute to the effectiveness of any executive. This pooled

judgment of several individuals is no small matter to secure. It takes longer to achieve and the procedure carries with it a high voltage for controversy, but it seems to bring with it a higher quality of selection. Those of us who have been involved in the grim realities of trying to secure a "meeting of minds" about a person will appreciate this incident that occurred when Lindberg flew across the Atlantic in 1927. Mrs. Kettering, wife of General Motors Director of Research, said to her husband: "Isn't that wonderful—a man flying solo across the Atlantic?" Mr. Kettering replied immediately, "It would be if a committee had done it!" Let us hope, then, that this valuable pooled judgment in the matter of selecting competent blind individuals would have resulted in choosing those who possess the characteristics of any good executive—who possess a self-awareness of their own assets and liabilities; who have the ability to get along with others; who have a well-timed aggressiveness; and who control, within themselves, a judgment which allows them to involve themselves *maturely* in the affairs of other people. Such a selection can be made only by those who have a deep sense of responsibility toward our field of work and who understand that they can make just as valid a contribution to our professional personnel by rejecting the wrong type of individual as by accepting the right kind. Indeed, so strongly should we feel about this latter point that we should almost attach a moral guilt to those mild and gentle counselors who lack the courage to counsel *away from* the field and who, through their lack of effectiveness, add an additional burden to a field of endeavor whose workers are constantly striving to raise and maintain standards.

And now, with this resume on the subject of "selection", let us move into the area of the training of these persons for executive positions in our field. We are gearing the content of this paper to what we hope might be followed in the future; it does not necessarily reflect the procedures of the past. We shall assume that each of these selected blind individuals has had a basic and professional training to qualify him or her to be social worker, an educator, a psychologist, a rehabilitation counselor, a lawyer, or what-have-you and that this basic training met the most widely accepted standards for comparable work by the sighted. We also assume that this basic professional training has been supplemented with special training in the area of services for the blind and that this combination of basic training plus "specialized" training has proved to be an effective foundation for gaining some years of successful experience. And now these selected individuals have reached a point at which they are about to move into an executive position in our field and the question is whether our field has any specialized, additional training to offer them.

At the present time in the United States, there seems to be no organized approach to this obligation either in the A.A.I.B. or the A. A. W. B. or through the American Foundation for the Blind or the Federal Government. Most of our new executives move into their areas of work and learn by hard experience all the trials and tribulations that can associate themselves with such a responsibility.

This is not true, however, with other fields of work, fields that are comparable with ours to a large degree. In order to learn how other organizations are training their new executives, it seemed advisable to make direct inquiry of at least four of them—namely, The American Hearing Society, The National Society for the Prevention of Blindness, The National Society for Crippled Children and Adults, and The Canadian National Institute for the Blind. You will recognize that in the four organizations named, the national headquarters is the parent organization and, as such, is responsible for national policies to which most of the local chapters or branches subscribe. The following is a listing of the various techniques used by these organizations in training their selected executives for their future responsibilities.

1. National Staff Meeting or Summer Institute to which both old and new executives throughout the country are called for one week's workshop or seminar to consider those problems dealing with their executive responsibilities. Content of this Summer Institute is developed by headquarters staff. Each local society finances the attendance

of its representatives to this nation-wide staff meeting which usually numbers about 100 representing all states of the union.

2. Two-day Meeting of headquarters professional staff who are called in from the field to consider current and pressing problems in the development of the nation-wide program. Information and suggestions developed at this meeting are released by official bulletin to the executives throughout the country.

3. In-service Training Institute for executives, both old and new. Usually this Institute is of four weeks' duration and is held in a different section of the country each year. The parent organization finances the entire Institute with the student or his organization taking care of transportation and living expenses. Eligibility for attendance is determined by the agency sending the student.

4. A four-week Training Course for Executives developed by the national parent organization in cooperation with a Midwestern university, the faculty of which supplies the lectures concerning community organization for social work and the administration of social agencies while the parent organization supplies the specialized information relating to its field.

5. Special scholarship programs in cooperation with national fraternities and sororities for the purpose of subsidizing specialized training for executives in the field.

6. Development of secondary executive personnel. This technique serves at once as a selection, training, and placement device and is considered admirably suited to an organization that functions nationally as the only service organization in its field.

7. Visiting other executives doing similar work in other agencies throughout the country, not necessarily in the same special field. This kind of training is based on the assumption that an executive can more thoroughly understand his own local problems if he has spent some time outside and away from them.

From the above seven techniques we note that the annual meeting or convention of the organization is seldom used as an intensive training device. This seems wise inasmuch as annual coventions carry with them a half-holiday atmosphere—a combining of vacation-with-work connotation hardly appropriate in connection with the serious business of training executives for grave responsibilities.

If the A.A.W.B., the A.A.I.B., the American Foundation for the Blind, etc. are at all concerned with this matter of training their blind executives, it would seem sensible that they pool their resources and made a start toward developing an overt program in this direction for *both* sighted and blind potential executives.

Groups A, E, G and F of the A.A.W.B. comprising as they do the executive heads of various kinds of agencies, are in an ad mirable position to make suggestions as to the type and content of such training courses. Incidentally, in this connection, it can be mentioned here that the American Foundation for the Blind, in its sponsorship of summer school courses at Ypsilanti, Michigan, for 1951, hopes to be able to offer a course entitled "Administration of Social Agencies". This is a course offered by the University of Michigan Institute of Social Work and presents problems of organization and administration of public and private welfare agencies, from the standpoint both of the staff worker and of the executive. These include principles underlying organization; functions and relationships of board, executive, and staff; personnel policies and practices; job analysis; committees; financial administration; office administration, and the administrative technique of the individual worker.

Since most of this overt training seems to be a matter of future deliberation and implementation, it might be wise to give brief consideration right now to a technique of selection, training, and placement of blind executives which can become active in any organization at any time providing the administration is favorably inclined to it. I refer to the development of a secondary executive staff, selected and trained within the agency against the time when retirements, resignations, or death would demand an effective replacement. We take a page from modern industry in general and from the Canadian National Institute for the Blind in particular if we follow this procedure.

During the war years, modern industry throughout the nation found itself more or less stripped of its secondary staffs and found its top executive carrying a very heavy burden. In 1949, the first year of full competition since the war, industry found it absolutely essential to build a secondary staff as a long-term proposition to offset limited executive reserve and to prevent overloading of top people. The first part of this year, 1950, the Executive Service Corporation reported that private employment agencies specializing in placement of secondary executives were doing a land office business. Why shouldn't the agencies for the blind, with their highly specialized detail, reflect on this and perhaps also see the wisdom of developing a secondary executive staff as a primary objective in their administrative programs. Why not, indeed, when we note that the Canadian National Institute for the Blind, with its 100% policy of employing only blind executives, has been doing this for many years? This kind of action would be a positive and practical adjunct to more formal training programs to be developed later.

The matter of *placement* of blind executives in our area of work would seem to solve itself to a great extent if the matter of the development of a secondary staff were followed. However, a blind person may be chosen within an agency for executive material and may be ready to assume such a position and not find an existing opportunity in the intramural promotional plans for a long time. But, there may be other agencies who have no reserve and who need such material badly.

If, in the United States, we are really interested in promoting qualified, blind executives, we cannot afford to be single-agency conscious about the matter; we need to look upon the entire field of work for the blind as an intramural structure in which we can share such personnel. The power and effectiveness of a competent blind executive is such that if one is needed anywhere and if there is someone qualified, and available, we should know about it generally so we can make intelligent recommendations. It is said that our most valuable possessions are those which, when shared, multiply. A reserve of competent blind persons of executive potential should belong to the entire field to tap when needed because we all share in the positive results of their good work when they are effectively placed.

And, once a blind executive is launched in a new position, we should recognize in him or her another potential for enriching our theory that a blind person *can* do this kind of a job! We should stand ready to give him advice and assistance in his own immediate work if needed, but most of all we should let him know and feel our combined moral support backing him in his efforts to do a good job! Let's eliminate this petty rivalry and jealously that too often exists, especially bitter if it exists among blind people. No more of this standing back with arms folded, as it were, and saying—"Well, he's got the job; let's see him do it!" Let us channel the energy expended in this juvenile rivalry and jealously into a steadying support which will net progress for us all.

Sometimes a blind executive is assigned to start a brand new program in an area in which none has been developed before and in which he is confronted by community resistance and skepticism. There and then it is necessary for the placement agent to work in that community long after the actual placement has been made. Periodic visits to the community with specific contacts with those citizens who can change or develop attitudes is highly important. This, in no sense, should mean coddling an executive; rather it means working with dignity and with courage in the community in order to break through the wall of doubt and to replace the skepticism with a wholesome respect and admiration and belief. In this the placement agent will find his greatest asset to be his *own sincere belief in the blind person's ability to do the job!* There can be no substitute for this. Another responsibility rests with the placement agent. He must be ready to acknowledge the out-and-out failure of a blind executive who does not make good, given full opportunity. This *can* happen, especially if the individual thinks he can rest on his past record of accomplishment and feel that that is sufficient reason for holding a top job. Most executives are chosen, not because of what they have done in the

past, *but because of what they can and must do in the future!* An individual who does not subscribe to this theory stands in his own way, and when a man stands in his own way, everything seems to be in his way! The efforts of a placement agent in his behalf are nil. The sooner that type of person is removed from the executive class, the better, be he sighted or blind.

In conclusion I should like to refer again to the fact that the selection, training and placement of competent *blind* people in executive positions in our profession are processes that involve us all, sighted and blind alike. The composite job requires honesty, courage, and sheer hard work. But more than that, it requires a magnificent esprit de corps throughout our entire field, and esprit de corps so rich in mutual good will that every competent blind executive can instinctively feel the moral support of all his colleagues. This same esprit de corps should be so national in scope that the blind executive who does his job with integrity, be it in a large national agency, or in a small local one, receives a collective and spontaneous tribute from us all—given with pride, and joy, and not the least trace of envy!

MINUTES OF GROUP G— EXECUTIVE HEADS OF AND TEACHERS IN RESIDENTIAL AND PUBLIC SCHOOL CLASSES

The meeting was called to order by Robert H. Thompson, Chairman. Since this was not election year, there was no formal business before the group. The chairman outlined the problem for discussion, as follows:

CURRICULAR PROBLEMS IN SCHOOLS FOR THE BLIND AND SUGGESTIONS FOR THEIR SOLUTIONS

Definition

A curriculum consists of plans, specifications, rules, formulated purposes, principles, and texts, subjectively held or documented, under which one or more teachers labor to impart or encourage a certain kind of education in a specified amount to a known body of learners over a substantial period of time. It includes all the experiences and activities in which the pupils engage to reach the desired educational objectives.

Importance

In the days when formal discipline ruled, method was the prime consideration. Content was secondary. It did not make much difference what was taught if it was taught well.

This is not so today. Our schools must produce the most at the lowest possible cost. What we teach must be useful as well as ornamental. School budgets all over the land are straining to achieve the mission at hand. If schools are short of money in 1950, we face really serious problems when the likely tax cuts come and our population has increased.

If our educational objections are not proper and the pupil activities and experiences are not the best, there is waste. The curriculum is a vital part of instruction. The manner in which it is made and used largely determines the value of instruction. The value of instruction is the value of the school.

Schools are last to get the increases. They are first to take cuts. This is the one place the taxpayer has a chance to use the axe in a direct and effective manner. Schools must be in a strong position when the evil days come. Ten per cent waste on a $300,000 budget is $30,000. This amount would conduct a sizeable curriculum study. The real cost of wasted time and effort falls heaviest on the pupil. Failure, discouragement, maladjustment and even terminations are the results of poor or no curricular planning. The unpardonable sin of education is to deprive a child of some of his educational patrimony.

So What?

Dr. Quimby of New Mexico conducted a study of curricula in schools for the blind twelve years ago. It indicated that review

and revision are in order. To this day, no general organized effort has been made to bring a semblance of agreement out of the variety of practices, he pointed out. Is it not about time the American Association of Instructors of the Blind stepped into the picture with some professional leadership to rally the forces necessary to promote curriculum study and revision on a cooperative and continuous basis?

Suggested Mechanics

It is recommended that the AAIB set up a committee to determine the logical groupings of state and private schools so they can be conveniently and congenially located to facilitate meetings with a minimum money outlay. The overall committee should, with the cooperation of these regional bodies, outline the work to be done carefully so there will be a reasonable degree of uniformity of procedure. It should select leaders for each region who have the interest and ability to keep the business of their respective regions functioning on a production and deadline basis. Frequent meetings of regional leaders might be necessary to begin with, but after the objectives and atmosphere of the work are caught, much fine work can be carried on by correspondence. Those who cannot organize this type of thing might help with the mechanics of making copies and doing mailing, the routine. After the general framework has been set up and agreed on by the majority with each school being kept informed and active by devoting much of its faculty meeting time to developing the study and its limitations, regions can begin work independently to a degree. Selected regions could study one curriculum. Others, another, etc. The results of like studies can then be reviewed and consolidated into a broad standard that would be a help to every school officer. It should be stressed that the scissors and paste pot method is out!

Suggested Work to be Done

Curriculum making is not a one man or a one school job. If you think it is, look at the following steps that should go into such an effort.

Determine the objectives.
Formulate the guiding principles.
Select the best types of pupil experiences.
Select the materials needed.
Place the experiences in the proper sequence as determined by maturity.
Experiment to determine the degree of maturity required by certain experiences where there is doubt.
Weld these experiences found suitable for any particular year or term into a thoroughly integrated instructional unit.
Constant revision in the light of experience and experimentation.

Provocative Questions that Support the Thesis

1. Are pupils in our schools and classes for the blind more tense and emotional than they should be?

2. Could this be the result of our trying to teach too much in our schools for the blind?

3. Do administrators of schools or classes for the blind have any agreement on the content of the curriculum in schools for the blind?

4. What accounts for the great variation in the amount of time spent per week in various subjects in our schools for the blind, especially typewriting, hand arts, and home arts?

5. What accounts for the great variation in length of the school day among schools for the blind?

6. Would it be helpful to have some broad standards established in these regards?

7. Should the curriculum in schools for the blind deviate markedly from that offered in seeing schools?

8. Should curriculum content be decided by the legislature, the state department of education, the parents, the superintendent, teachers, pupils, or a combination of these?

9. Would it be helpful to schools for the blind if a cooperative program of curricular review were undertaken?

10. What would be the logical agency to encourage and promote such a review among schools for the blind?

11. What method of organization among the schools would function well to carry on workshops and bring in concrete results?

12. When should such a study be promoted?

Informal Conclusions

In the discussion that hinged about these questions there seemed general agreement that attempting to teach too much in our schools and classes for the blind might be one of the factors contributing to tension and emotional instability among a too large segment of our pupils.

Discussion developed the existence of the fear that an attempt to develop courses of study on a cooperative basis might tend to make it difficult for schools to adapt their programs to local needs. This was partly answered by the suggestion that such courses of study would be in agreement only in the broadest sense. They would be generally accepted broad base outlines capable of local adaptations.

Most of the members present felt that the curriculum development program must be continuous and that it was desirable to consider the suggestions and opinions of parents, pupils, teachers and state departments of education.

Interest was expressed in the possibilities inherent in a regional program of curriculum development, utilizing a workshop procedure.

Time ran out and adjournment closed the discussion. The purpose of the meeting had been exploratory to create interest in a problem and no attempt was made to introduce resolutions or reach formal conclusions.

ROBERT H. THOMPSON

MINUTES OF GROUP H MEETING, JULY 13, 1950

In the absence of Mr. Howard M. Liechty, Chairman, the secretary, Edward J. Waterhouse, presided over the meeting. Thirty persons were present including representatives of the Braille Institute of America, the Canadian National Institute for the Blind, the Xavier Society for the Blind, the American Bible Society, the American Printing House for the Blind, the Clovernook Publishing House for the Blind, the National Braille Press, the Library of Congress, and the Howe Press of Perkins Institution.

Prior to this meeting Mr. Liechty had corresponded with members of the group and found there was a desire to appoint a committee to consider revisions in the braille code. In addition, there was felt to be a need for revision of the music and mathematical codes and a program of technical development. Consequently a resolution was adopted and forwarded to the Resolutions Committee calling for a joint A. A. W. B. and A. A. I. B. committee to consider these matters. This resolution was identical in purpose with one passed by the A. A. I. B. in the previous month at Overbrook, Pennsylvania. It was eventually adopted by the convention, and it is printed in full in the report of the Resolutions Committee.

The acting chairman showed to the group some braille material reproduced by the V. S. B. Uformite Process developed in Philadelphia by the Volunteers Service to the Blind. This provides an inexpensive way of reproducing hand-copied braille.

EDWARD J. WATERHOUSE, *Secretary*

A NEW PIANO TUNING AND REPAIR SCHOOL AT THE MISSOURI SCHOOL FOR THE BLIND

ROBERT H. THOMPSON

Superintendent, Missouri School for the Blind, St. Louis, Missouri

Piano Tuning and Repair had been discontinued at the Missouri School for the Blind before my arrival in 1942. There was no trace of tools, model actions, or anything else remaining. Having nothing with which to establish a new department and not being able to buy piano tuning and repair equipment during the war and the years immediately following, I used the time to study the possibilities and orient myself in

my new field of work before making any recommendations. It seemed to me that all of our vocational work needed more systematization than it had. There were no written courses of study. There were too few patterns of sequence. A pupil could not see his progress from one year to the next. It seemed that we should be able to tell the pupil what the objectives of the courses were and that it would take him one, two, or three years to finish. We did not have that and we still do not have it, except in piano tuning and repair.

Another thing that worried me was the small number of pupils we could draw from a student body of 140 who were sufficiently mature, employable, and willing to take the course. If we were to justify a good department in Piano Tuning and Repair or any other vocational or trade course, we would have to recruit from a broader area than our own school. If we could not set up a good department, we didn't want one at all. If our product was to do the cause of blind tuner-technicians more harm than good, we had better not enter the field. There are already too many "false strings". Red tape, extravagant tuition outlays, inertia and other things discourage our recruiting pupils from other states. We could not even arrange to trade pupils who wanted Agriculture (We have no farm.) to another state for pupils who wanted Piano Tuning on an exchange basis. I still think this has possibilities. Next, we turned toward Vocational Rehabilitation. We were advised that we could not bring blind or other handicapped adults into a resident school for the blind without trouble. Perhaps these discouragements were true. I did not know.

I did know there was a great demand for tuners. We had unemployed graduates who were capable of tuner training. There was no site close enough to make the training available. The need was definite. When the Report of the Manpower Training Committee of the National Piano Manufacturers' Association of America came out in May of 1947, it became the basis for my drive to go ahead and establish the department. There are 5,000,000 pianos in service in the United States with a brisk demand for new instruments. Three thousand technicians are available outside of factories. If an average tuner could service 15 pianos a week it is conservatively estimated that between 6,700 and 10,000 tuners are needed to service pianos in this country. The average age of present day tuners is 56. This fact coupled with the small number of tuner technicians being trained, indicates that at the end of the next ten years, there will still be a shortage of 3,700 to 5,000 technicians.

There just wasn't any doubt about it. It was time for us to jump in. We asked for appropriations. They were granted. We drew up plans and our new Piano Tuning and Repair School became a reality. Physically, our new department consists of four practice tuning rooms large enough to hold two pianos each. One room was made larger for grands. These rooms were sound treated within for the comfort of each trainee. They were insulated to prevent transmission of sound from room to room. The rooms are force ventilated through air ducts insulated against transmission of sound. The rooms are quiet. Doors are especially made for this purpose. Space is allowed for the addition of two more rooms if the venture is a success. There is a storage room for pianos. A large bench and work area is well lighted by big windows and an abundance of artificial light. An off-white blue paint job complements the windows and artificial lighting to make the room cheerful. More advanced trainees can bring custom pianos into the department by way of a gradually sloping ramp leading to double doors. There are no dangerous stairs to move pianos up or down. There are plenty of electrical outlets for vacuum cleaner, glue pot, extension light, or whatever might be needed. The Piano Tuning and Repair Department is located next to the woodworking shop so piano case repairing and refinishing can be taught most conveniently.

The NPMA Report is really a complete manual giving the outline of the approved program and statistical data showing the opportunity in the field. Following is a list of some of the topics it covers briefly:

1. The Need for Piano Tuner Technicians
2. The Piano Industry as a Means of Livelihood

3. The NPMA Tuner-Technician Training Course
4. The Basic Course of Training
5. The Factory Course
6. Requirements for Piano Service Men
7. Tools and Textbooks Suggested for Use in the Basic Course in Training

Our course is based on the course offered by the Niles Bryant School of Piano Tuning. The Niles Bryant School was founded in Washington, D. C., in 1898. Our instructor was trained by their course. Their newest course is written up in fourteen booklets, copyrighted in 1950, and dealing with topics, as follows:

1. Preliminary Action Regulating
2. Piano Action Regulating
3. Preparatory to Advanced Tuning
4. The Tuning of the Octave Internal
5. Setting the Temperament
   Preliminary Tuning of the Tempered Interval
6. Tonometer Instructions
   Theory of Sound and Equal Temperament
7. String and Pin Repair and Bushing
8. Special Repairs and Suggestions
9. Voicing and Hammer Repair
10. The Drop Action
11. The Grand Action
12. Finishing and Repairing Piano Cases
13. Suggestions on the Square Piano
14. Business Instructions and Suggestions

The distribution of time is approximately, as follows:

General Subject	*Clock Hours*
Keyboard	56
Tuning	550
Voicing	50
Restringing	50
Action Regulating	75
Action Repairing	75
Business Methods	158
TOTAL HOURS	1,014

The trainee spends extra hours of practice as needed, and this varies from trainee to trainee. The course requires about four hours a day, five days a week, for thirteen months.

We believe that many people who have mastered the technical aspects of their trade or profession fail because of their lack of good business habits and methods. We insist on each trainee having a basic knowledge in this area. Instruction is individualized. Each trainee is pre-tested. He is excused from taking that in which he demonstrates suitable proficiency. Emphasis is heaviest where the need is greatest. Braille materials for blind technicians parallel the ink-print materials used for the sighted. The blind man is taught to keep track of his business just as efficiently as the sighted man is taught. The business part of the course is outlined, as follows:

General Subject	*Clock Hours*
1. Bookkeeping Call Record, Service Record, Call Back Record, Accounts Receivable, Supplies and Expenses, Accounts Payable, Cash, Income Tax Laws	30
2. General Business Contracts, Parties to Contracts, Sales of Goods, Negotiable Papers, Corporations, Partnerships, Bank Services, The Credit Bureau, The Secured Loan, Short Term Financial Instruments, Risk—Insurance	30
3. Typewriting Theory and Keyboard Review, Spelling, Letters, English	60
4. Salesmanship The Seller, his physical and mental qualities, Skills, Methods of Obtaining Customers, Creating Satisfaction, Selling Policies, Why Customers Choose One Tuner Instead of Another	30

The full recreational facilities of the school will be made available to all trainees at no extra charge. Every trainee needs to have a sense of personal well-being or physical fitness. It is essential to a feeling of self-assurance and equality. In addition to keeping one alert in his work, recreation also is a means of making new contacts under favorable conditions. All our trainees will have access to our gymnasium, training room, roller skating, swimming, bowling and shower facilities. The importance of this has already been demonstrated by the reluctance of some of our young adult trainees to par-

ticipate, indicating their tendency to withdraw and become ingrown.

When the pupil completes his course he will be given a Piano Technicians Apprentice Card. He will be expected to do successful custom work under supervision for six months, involving twenty-five or more pianos. If his work stands up and meets the requirements of the instructor, the tuner will be given a Piano Technician Craftsman's card and certificate by the school. Later, we hope to develop extensions to the course permitting the awarding of a Master Piano Technician's Card. Follow-up work will be assigned where weaknesses are noted. All graduates of the course will be urged to take the examination for membership in the American Society of Tuner Technicians as soon as possible.

Present capacity of the department is twelve. The Missouri School for the Blind has seven pupils enrolled from its resident group so only five full time adult trainees can be enrolled. However, during the summer, seven adult tuners who desire refresher courses can be enrolled for three months. First consideration is given to blind applicants. During this first summer, we have one blind Veteran, four trainees under the Vocational Rehabilitation Program, three of whom are blind, and one normal individual who pays his own tuition. All adult trainees are accepted as day pupils only. However, they may participate in appropriate school activities at night if they desire to. The tuition charge covers salaries of the instructors, expendable materials, and depreciation on the necessary equipment. After the trainee's fitness for the course is determined, he or his agency may buy a tuners case, necessary tools and repair supplies.

We will find it necessary to revise our program after we have operated a year or two. After we have discovered our weaknesses and made the necessary corrections, we wish to make application to the NPMA Manpower Training Committee for approval as an accredited school of piano tuning and repair.

This experiment has made it possible for us to employ two teachers on a full twelve month basis instead of for nine months only. This helps me get better instructors and keep them. By pooling the adult and school trainees in piano tuning and repair, both of us have something we could not have otherwise. This is the result of cooperation.

NEW METHOD FOR PUBLISHING MUSIC IN BRAILLE

* "CONNIE" ANDERSON
Columbus, Ohio

I hope that a lot of new ideas will be presented at this convention which will be of even greater assistance to the Blind than any project considered in the past. I realize that this is wishing for a great deal, because this organization has done many fine things for the Blind, which otherwise might not have been accomplished. The progressive work done by the Music committe in the field of popular music has my fullest support, and I hope that in the future years it will continue to be a guiding light to the blind musicians. It is my belief that the plan which I am about to present will be of interest to this committee, and all blind people who are interested in popular music, because it will make current hits available in Braille, as soon as they are released from the publishing houses.

In order to do this a method will be used, that I have worked out, which will make music much easier to read, and at the same time it will require less space on the paper. The Braille music notes are retained and some new material added. This method has been used by sighted musicians for years. However, it was my idea to use the same method in Braille music.

Here is how music is written using this system. For the right hand, just the melody is written, and braille notes are used; for the left hand a chord score is used. In order to read music by this method, a musician

* Visually Handicapped.

must know how to improvise, but even amateurs in the popular music field have this knowledge. The braille notes are used to indicate major chords. Note valuation tells how many beats, or measures, the chord will continue. For example: if the C major chord is played for one measure, it is written C a whole note. To make other chords, the note is followed by other signs.

A seventh interval sign is a seventh chord;
A sixth interval sign is a sixth chord;
A staccato sign is a minor chord;
The plus sign is an augmented chord;
The minus sign is a diminished chord;
The ninth interval sign is a ninth chord, etc.

This is only a brief outline, but I have a braille sign for every chord that is used in sighted music. The Braille music left hand sign is used when a chord score begins, but a cell is skipped between the left hand sign and the first measure, to show that it is a chord score. In this method, music will not be written bar over bar; instead, all the melody of a chorus will be written, followed by the chord scord. For those who desire the verse, we will write it the same way. We know from experience that popular music will be easier to commit in paragraphs.

In December of 1948, Mr. Charles Ritter, the Supervisor of Special Services at the American Foundation for the Blind, started working with me to get my music method recognized, and into production for use of the Blind. Mr. Ritter had musicians in New York look over this method, and they all thought it was excellent, and would be very useful. Mr. Ritter began to make announcements in his column, which appears in some of the braille magazines, about my method for publishing popular music. On March 31, 1949 I appeared on the ABC network, and this program also made an announcement about my "shorthand" method. These announcements were received with great enthusiasm by many blind musicians all over the United States. Many sent letters in which they desired to know more about this method, while others even sent orders for popular music, which they wanted me to send them right away. At the present time it is impossible for me to do this as various details are yet to be worked out. The two most important points are: clearing of copyrights— and— acquiring the necessary funds to finance the enterprise.

Mr. Ritter has been working on music coprights during the past winter, and he finds that each copyright must be cleared separately. This is an enormous job, but he is working on it at the present time, and he informs me that things look very hopeful. I sent him a list of over 300 numbers, many of them were standards, the rest was music that had been popular during the last year. When this list is cleared, we will be ready to start publishing braille music, and I will continue to send him lists of numbers that must be cleared. By this system we will be able to keep music right up to date. The numbers we publish must be in popular demand all over the country. However, if a musician should desire a number that is not so popular, we will do our best to fill the order.

I had been hoping that some organization might finance this project, and then it would be possible to send music to the Blind, free of charge. However, if this can't be done, I am going to try to publish popular braille music, myself. There will be a small charge to cover the cost of labor and mailing expenses. Under ordinary circumstances, the braille copies will not cost any more than sheet music.

Mr. Ritter has done very fine work on this project, and he will deserve a lot of credit if it ever becomes a success. I realize that before it is completed, we will need the help of many other influential people, some will be among our Blind, and others will be from the sighted world. In other words, I cannot make this project a success by myself, but with the help of all the Blind, and those who are interested in the welfare of the Blind, it is certain to become a genuine success, and not something that is just being talked about.

I have a braille sample of this method, which I shall be glad to show to anyone who is interested. Thank you for your kind attention.

OPPORTUNITIES FOR BLIND MUSICIANS IN THE CONCERT AND ENTERTAINMENT FIELD

* WILLIAM W. NICHOL

Home Teacher, Utah Commission for the Blind, Salt Lake City, Utah

Any discussion of the question of blind musicians in the concert and entertainment fields must be divided into three parts: One, the concert field; two, the lyceum field, and three, the dance field.

This paper, however, finds itself in a difficult position in that there is so little statistical material from which to draw. I have written to those sources from which I thought I could receive help, but there was so little known about the matter that I find myself left to draw upon my own experiences and observations for a discussion of this very important field of labor in which I am sure so many blind people have taken part. Fortunately for this paper I had an opportunity a few years ago to work in two branches of the fields which we are to discuss; namely, the concert and dance branches. Therefore, I can speak with some knowledge concerning this work. Financially neither of these ventures were very successful, but from a standpoint of experience, they were invaluable.

First let us speak of the concert field. This branch of entertainment is undoubtedly the most difficult of attainment. It is so because so much is required of the artist. First he must be master of his chosen instrument, whether it be the piano, violin or the voice. He must have a personality at least as mature and captivating as his artistry. Many of us who had the privilege of hearing the great Paderewski will remember how at the merest gesture he could control thousands of concert goers. This is true to a great extent of the present day master of the piano, Artur Rubinstein. Success as a concert artist requires long years of preparation and training. This training must be done under the direction of the world's greatest teachers and in the greatest musical centers. The outstanding blind concert artist of the present, is Alec Templeton, and if you will notice he does not depend upon his piano alone for his evening's entertainment. George Shearing, that other British pianist, has turned to jazz as a means of reaching greater audiences. While he was trained in England as a classical pianist, we are told that he feels that more money is to be made in a more popular form of musical entertainment. I am sure he is right in his thinking if he has the proper makeup for that type of music. And here let us discuss that which we call fitness for our job. Perhaps there is no line of work which requires greater fitness and preparation than work on the stage. Here much depends on the appearance and poise of the performer as he enters the stage to begin his program or act. It is my opinion that if blind musicians are to succeed in the entertainment field, greater importance must be placed on training in the early school days. Blind people can no longer capitalize on their blindness as a means of getting audiences to come out to hear poor or mediocre performances. If the performer is to succeed, he must do so on merit. Years ago blind people did get notoriety because of work done in music and other branches of work because of blindness. It was common for people to feel that blind people were under some sort of divine inspiration. As an example, a prospective customer came into our workshop several years ago to purchase a rug. After examining the stock of rugs on the counter very carefully, she asked the instructor if they were made by a blind person. On being told that the weavers were all blind, she said in a disappointed manner, "Well, that isn't any better than anyone else could do." It is fortunate for the blind that that idea is rapidly becoming obsolete. However, I do believe the schools for the blind can do much to bring about a new day by inaugurating a more aggressive type of education. When I was in the East some twenty years ago, I found a prevalent idea among the educators of the blind that music had played a greater part in the education of blind children than was warranted. The

* Visually Handicapped.

thought seemed to be that academic training meant more in procuring a livelihood than either music or crafts. Now it is my belief that the type of individual that is being taught must determine the type of training that he is to receive, but I am getting away from my subject, the concert field.

Now I have said that personal fitness plays almost, if not equally, as great a part in the success of the concert artist as his ability. This might be said of either of the other branches to be discussed later. After the concert artist has completed his training and is ready for the platform, he must then make the best arrangement for management that he can. It is necessary, of course, for him to be accepted by a good concert manager who will arrange for dates, hotel accommodations, transportation, etc. This short discussion may sound pessimistic but it is not meant to be so. I only present the facts as I have known and seen them.

Now let us turn to the next division mentioned above, the lyceum field. We said that in the concert field only the best could succeed. However, there are opportunities for a greater group in the lyceum field, where only the good can succeed. I mentioned my own experiences early in this paper. Here let me refer to them again. We endeavored to manage our own itinary. This is a mistake. The performers should be free of all unnecessary detail so that they can put all their time and thought to the program and its performance. Mrs. Tessie Jones, the soloist of this meeting, and another blind friend, had just completed arrangements for a lyceum tour when they were prevented from it by the beginning of World War II. They were doing, among other things, some of their own compositions.

Lyceum is somewhat like vaudeville in that it permits of varied acts. A blind person may organize a group of other blind persons, having various abilities and if properly trained I see no reason why the venture would not be successful. However, after the act or acts are prepared, the performers should rehearse before critics of knowledge and experience and the criticisms offered should be studied and evaluated. Adverse criticism should be welcome if the critics know their work. When all is in readiness a try-out should be sought before a lyceum director and changes made according to his suggestions. Most universities of importance have lyceum bureaus and will give audiences to worthy performers.

If a blind group would be successful, they must have a seeing person or persons constantly with them to watch for matters of personal appearance. There are other factors which have arisen lately to bring the question of personal appearance into our consideration. One of the most important is television. Since the advent of this form of entertainment, changes have been forced into all of the entertainment thinking. The performers are plainly visible to the audience, so if they want to make a satisfactory impression, they must appear at their best. A few weeks Miss Irene Jones and I appeared on a quickly gotten up television show. After the show was over we were escorted out by our guide. It was evident that we were being taken in a direction contrary to that which was expected by the operator, for as we walked among the cords and lights, he whispered to his colleague, "What does she use for brains!" Due to the quick thinking of the operator, we did not appear in the next show which was just beginning. This incident shows the need of experienced help in these situations. I hope I have said enough here to convey my meaning as far as the necessary preparation for this field is concerned.

Now, lest this paper be thought time-consuming and dry, I will pass to the concluding section; namely, the dance field. I said that only the few could get into the concert field and expect success; that a greater number could enter lyceum work with reasonable hope of success, so a far greater number of blind musicians may enter the dance field and make at least a few dollars to supplement their earnings from other sources. I believe it is profitable to give blind children classical musical education wherever possible, but many who love to play have neither the desire nor the heart for deep music study. I think they are the majority. They can play smaller musical instruments and can earn some money playing for dances. Of course, they are not the great dance players, but at least they serve and have a

place in the life of their community. We should encourage these people to continue their efforts and perhaps if more braille music were available for them it would help. And here let me say that I believe that the matter of braille dance music is in the minds of all blind dance players. I think that every effort should be made to put into the hands of dance orchestra people the necessary tools to help them to be successful. Of course, success here means competition with seeing players.

In all of our musical endeavors we must use the word "salable". In concert work, in lyceum work, and in the dance work, our program must sell. Can the concert artist sell himself? Can the lyceum work sell their act? Can the dance players sell themselves to the public? Since it is possible to gather more blind musicians who can do the dance type of playing, greater attention should be paid to them. We have in Utah a blinded veteran of World War I, who has gathered a few blind people of his home town about him and has formed a dance orchestra which is doing very well. This man is Mr. Loyal A. West of Ogden. His orchestra has several dances each week. There is one point upon which Mr. West is very strong. His boys must play as well as any orchestra made up of seeing musicians who do the same type of work. Of course, you will note here that I am making a plea for musicians who cannot reach to great heights either in the classical or popular field, but who have something to contribute if given proper help and encouragement.

Now in conclusion, let me again emphasize the necessity of training and fitness for the branch of entertainment our musicians will enter. Let us urge those who have the training of young blind musicians in charge to do all in their power to develop normalcy in these young people, and that the type of musical ability possessed by each student be recognized as early as possible so that he can be highly trained and made equal to the work he will do.

PIANO SERVICE AS A PROFESSION FOR THE BLIND

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We are deeply indebted to Mr. J. Hiram Chappell, Rehabilitation Specialist, Office of Vocational Rehabilitation, Services to the Blind, for having assisted us with much of the basic material presented in this paper.

Three major factors are important in the success of the blind in any area of employment. The first of these factors is the selection of the individual to be placed; the second is the training of the individual, and the third is the characteristics of the job. These factors apply in the success of the blind in the field of piano tuning and repair just as they apply in every other field of employment.

In the past, in many instances, blind persons have not been carefully selected for training and placement in the field of piano tuning and repair. Many residential schools for the blind required all male high school students to enroll for training in piano tuning. This produced several unfavorable results. First, a number of the students who were not particularly interested in or suited for tuning and repair developed a negative attitude toward their training. They, therefore, failed to absorb the necessary technical knowledge required in this era of employment. A typical attitude on the part of many students required to take training in piano tuning might be expressed in the following phrase: "Oh well, if I can't do anything else, I'll tune pianos." As a result, too many blind persons graduated from schools for the blind only partially equipped to enter the piano service profession. They, therefore, became vocational misfits or failures. It is gratifying to see that this practice in residential schools for the blind is being abandoned in favor of the enrollment of students in courses of piano service training on the basis of interest and ability.

Because of the fact that methods of selection of persons for training and placement

* Visually Handicapped.

in the field of piano service have not as yet been developed and standardized, this problem requires thorough study. Some of the factors that must be taken into consideration in the selection of an individual for this area of employment are: the individual's ability to hear normally, the individual's ability to make accurate pitch discriminations, the individual's manual ability, his ability to think through the particular problem involved in the servicing of each piano, his ability to sell the service in which he is skilled. It would, therefore, appear that in the selection of the blind person for piano service, we are dealing with factors that fall into several categories. First physical ability, with particular reference to the ability to hear normally; second, psychological factors with particular reference to basic intelligence, manual ability and personality adjustment. It, therefore, follows that hearing examinations and psychological testing techniques should play a major part in the selection of the individual for this profession. To our knowledge, no hearing standards have been developed with reference to the demands of the piano service profession. Likewise, the research which is necessary before psychological tests can assist us in this area has not been conducted. While many vocational rehabilitation counselors, piano service instructors, and professional personnel in schools and agencies for the adult blind have become skilled in the selection of blind persons for training and placement in piano service, maximum results will not be achieved until objective methods of selection are developed and standardized.

It is self-evident that a course of training should provide opportunity for the student to develop skills in all the areas of performance required by the type of employment in which the student hopes to succeed. The profession of piano service requires that the individual perform adequately in the selling of his service to the customer, the tuning of the piano, the completion of necessary repairs, the fixing of a reasonable price for services rendered, and the maintenance of efficient business practices such as keeping commitments regarding the date set with the customer for tuning and repairing, protection of customers furniture, cleanup after the job has been completed, etc. In the past many training courses in piano service have emphasized the development of skills in the tuning and repair of the piano but have not placed enough stress in the other areas in which adequate performance is required. However, in recent years the importance of a well-rounded course of training has become increasingly clear. This is particularly true with regard to the necessity for the service-man to develop skills in the sales field. In order to perform adequately in the field of piano service the trainee must be taught a practical sales approach. Effective selling of his services, however, means not only an effective talking approach but also includes proper grooming, correct posture, acceptable social attitudes, and the ability to travel independently. Needless to say, the course of training should result in the servicemans being able to tune rapidly and accurately any type of piano. The same holds true for repair. The service-man must be able to complete satisfactorily the many major or minor repairs in the shortest possible time. An effective course of training must also include the teaching of basic business practices. The blind trainee should learn that proper pricing is an essential part of the successful operation of any business. He must also understand the importance of keeping commitments to his customer regarding the date of tuning of the customer's piano. He should also understand the importance of protecting the customer's property, cleanup after the job has been completed, etc. All these factors must be included in the course of training if the blind individual is to succeed in the area of piano service.

At the present time no standard exists for the content of a training course. Likewise, no standard exists for the length of training before blind persons can achieve maximum success in the area of piano service. Therefore, standards must be developed regarding the content of training and the training schedule with reference particularly to length of course. Enough information is at hand in the nation as a whole to pull together a starting guide for content and length of training; however, the job of compilation still remains to be done.

Let us assume for the moment that we are considering the case of a blind person

who has been selected on a sound basis for employment in the field of piano service and who has also been adequately trained. What types of piano service employment are available to the individual and what are his chances of success. Three distinct types of employment are available to properly qualified blind persons. The first is factory tuning where one need only to be able to tune; the second is tuning and general repair work in a retail store; and the third is the establishment of an independent piano service business which requires a combination of a number of skills and abilities already discussed.

There are approximately 2600 tuners of all ages and degrees of abilities and physical conditions in the United States. During the recession in manufacturing and the economic depression very few young men were trained anywhere and many schools for the blind closed their tuning departments. The result was that the old men grew older and no young men took their places. When factories opened with new designs, such as the spinet, the industry was short of tuners and naturally the public was short of service-men in the homes. Twelve to fifteen million pianos are in use in homes, churches, funeral parlors, institutions, taverns, lodge and dance halls, and 2600 tuners can in no way serve this number.

To meet this emergency the Music Industries Chamber of Commerce, New York City, the Association of Piano Manufacturers and the Associations of Piano Tuners joined in establishing short term training courses and accepted seeing trainees only. Some of these courses were as short as 13 weeks, some 26 weeks and some 52 weeks duration. They were set up under private tuners in vocational schools, colleges, conservatories, and Y.M.C.A. schools. Some tried to give complete training and some broke the training down into specialties such as tone regulators, stringers, finishers, action regulators, tuners, etc.

Several hundred of these trainees have been graduated and an ususually high number of them have already dropped out of the profession after working a very short time. This is a result which could have been anticipated inasmuch as tuning and its contemporary requirements cannot be learned in a few weeks or months. A study of this condition made in 1947 by Mr. J. Hiram Chappell, Rehabilitation Specialist, Federal Services to the Blind, showed that there would still be a shortage of piano tuners after a ten year period. This was corroborated by reports published in the Music Trades Revue. As late as 1947 the factories had a standing order for 1000 straight tuners, 1000 action regulators and several hundred stringer and tone control men. A number of piano manufacturers employ blind tuners but few really understand the basis of preparation or degree of skill and efficiency with which carefully selected and adequately trained individuals who are blind can operate.

The tuning profession provides more blind persons with a good substantial income and respect in the community than any other single profession. We are told there are 12 to 15 million pianos in use in the United States. We have a population of 150 million people. This means approximately one piano for every ten people of our population or 1500 pianos in every community having a population of 15,000. Statistics also show that the average piano is serviced once in five years. This would mean a community of 15,000 would provide approximately 300 piano service jobs each year. For the past few years the average piano service job has amounted to $12.50. This would gross a tuner $3,750. Expenses which include repair materials and transportation range from 25 to 40 per cent of the gross depending upon the many variable factors. These figures show a net profit of $2250 if the high percentage of 40 is used.

During the 1946 Chicago convention of the American Society of Piano Technicians, a survey was conducted to ascertain the 1945 earnings of blind piano technicians who worked exclusively at the profession. The report of this survey revealed that forty workers earned a total of $121,900, or an average of $3,047 per annum.

The Illinois Division for the Blind has recently completed a survey of Illinois and adjacent states to ascertain the 1946 earnings of blind piano technicians who work exclusively at the profession. This second

survey shows that forty-five tuners earned a total of $143,715 or an average of $3,193 per annum. The individual earnings ranged from $2,000 to $7,000 per annum.

Twenty-seven of the forty-five surveyed, worked as independent custom service-men, and earned a total of $96,465, or an average of $3,572 per annum. The individual earnings of these tuners ranged from $2,000 to $7,000 per annum. The remaining eighteen surveyed, worked as employed tuners, and earned a total of $42,250, or an average of $2,625 per annum. The individual earnings of these tuners ranged from $2,100 to $4,000 per annum. In this survey no attempt was made to reach many other successful blind piano service-men in the country. The report does, however, furnish convincing proof that the piano tuning profession is the most remunerative occupation which young, qualified, blind men can enter. One piano serviceman in our knowledge who had a community of 17,000 with a rural population of another 10,000 to draw from often had a net income of $5000 from piano servicing. In addition he usually made from two to five thousand a year from sales.

In conclusion there is ample evidence that a need exists for additional capable blind persons in the area of piano service. This field has been demonstrated to be feasible for qualified blind persons. Also it has been demonstrated that employment in piano service can provide capable qualified blind persons with adequate incomes. It remains now for us to develop and standardize effective methods for selecting blind persons for training and placement in the field. It is also equally as important for us to pull together existing training information so that we may standardize the courses of training for piano service. Only when effective methods of selection have been standardized can we expect to realize our share of the piano service business for a constantly increasing number of capable blind persons.

MUSICAL TRAINING AS A PRACTICAL SERVICE TO THE BLIND

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Introduction

One of the most recognized and publicized vocational objectives of blind persons has been the musical profession. If we glance through the pages of history, we will find many references to the blind musician. There are Johann Sebastian Bach and George Frederick Handel and many others who produced some of their greatest works after blindness. Why, then, should not our contemporary blind occupy an important place in our Musical world?

Perhaps as we look around us we will be surprised to find success stories in many phases of modern day music—teaching, playing, directing and composing—both in classical and popular music. The place in the community, small and large, of the blind teacher is well known—players range from concert artists, instrumental and vocal, church organists, all the way to some of our most renowned popular recording and radio entertainers. A blind musician who, incidentally, is a vocal instructor at the New York Lighthouse Music School, conducted a blind chorus in a series of programs under a nation-wide hook-up. Among the many compositions penned by the blind is a number heard by everyone who ever listened to music, "My Kentucky Babe" by Adam Geibel.

Purposes and Objectives of Music

At the outset a plausible question might be "How can we aid and enhance the vocational

* Visually Handicapped.

possibilities of the modern blind musician?" It might be wise at this point to define the various phases of music in which blind persons might be expected to participate:

a. Music as a vocation: The objective here is obvious, since we think in terms of the commercial application of music for the earning of one's livelihood, whether it be teaching, performing, or otherwise deriving financial return for musical talents.

b. The vocational objective can only be obtained initially through education in music, and that education should be in quality second to none. A music school for the blind should adhere to the highest standards set in the profession, such as those pursued by the recognized conservatories in this country. This is essential and if we expect a blind musician to compete with his sighted colleagues, he must have equal or superior training in music, just as he must in any other field of competition.

c. Blind persons like to participate in music for the satisfaction that they themselves receive from performing or participating in music as an individual or in groups. This might be classified as recreational music, and although immediate financial returns are not expected, recreational music in many instances has upgraded the individual to the point where vocational music or some paid musical engagements become a real possibility.

d. Music for therapeutic purposes has proven to be most beneficial where indicated, and although the emphasis here is not necessarily on any vocational application, it is easy to see that much good in pre-vocational conditioning can be derived if a newly blinded or maladjusted person is permitted to express himself in any way he finds possible through the medium of music.

Training in Music

Generally speaking, any person's musical training should begin at the earliest age possible. It has been found advantageous in many instances to start with pre-school children, giving them their basic musical training in some cases before they can even read the printed word. The blind are no exception to this rule, and pre-school blind children, either in a pre-school nursery or in their homes, often make enthusiastic students. It is found that the little child loves to express himself musically in singing and at the piano and that the most effective ear training can be accomplished in the early years, setting a foundation so thorough that future development is greatly aided. Most of our schools for the blind have recognized the musical needs of their students and many have established excellent music departments. These students, if they wish to pursue music as a profession, will then attend conservatories and advanced music schools for the seeing and receive their training on a similar basis with the average seeing student. On the other hand, those children and teen-agers who are not privileged to attend such special schools for the blind and who receive their education in the public school system must have some provision for their musical training. In New York City the blind, beginning with children at the age of four, are offered such opportunities at the Lighthouse Music School, one of the largest privately operated music schools for the blind in the country.

Let us here enumerate some of the phases of this program as an example of what may be recommended to other localities where a group of blind people could be brought together for training in a convenient center. The Lighthouse Music School enrolls annually about two hundred students. The subjects taught are piano, organ, violin, cello, clarinet, saxophone, singing, languages, braille notation, ear training, ink print staff instruction, instruction for the purpose of teaching sighted students, musicial theory, and a course for blind teachers for the instruction of sighted students. Since much vocational music is in the popular field, instruction along those lines is given upon request. For the development of the ability to work together, various musical groups are encouraged, such as men's and women's choruses, quartets, trios, duos, string ensembles, four and eight hand piano work, and, of course, orchestra groups, including wind instruments. Our Sight Conservation students are instructed by means of large print music which has been especially prepared for them. When a student has completed his course at the Lighthouse Music School, he may be encouraged to receive

graduate training under an outstanding teacher or at a conservatory. Lighthouse scholarships are granted for this purpose.

In order to prepare fully the music student for his ultimate goal of playing in public or concertizing, it is necessary to develop stage presence and poise. Therefore, during the entire career of the music student, frequent concerts are arranged which give an incentive for the student to prepare himself adequately. Recently the Music School, owing to building construction at the Lighthouse, transferred its Spring Recitals, given by its most advanced students, to Carnegie Recital Hall, where capacity attendance acclaimed our talented young friends. Under the leadership of the Lighthouse Music School, within the Department of Direct Services of the Lighthouse, exceptionally talented persons have been assisted in making their debut at such renowned concert places as New York City's Town Hall.

Training on a Country-Wide Basis

Having had a glimpse of New York City's facilities for training and developing blind musicians, let us now think in terms of our entire country. If a definite vocational objective can be shown as a result of musical training, Vocational Rehabilitation Departments of the various states and Veterans Administration under Public Laws 16 and 346 may be requested to sponsor suitable candidates. This training should be so conceived and so directed that there would be little doubt as to its ultimate vocational application. From New York to Hollywood there are famous private teachers and well-known conservatories that will accept blind students and provide them with all courses given to the sighted students. If the blind student shows a particular interest in his studies, he will receive much additional help from fellow students and members of the faculty. When we consider the high caliber of training available to the sighted music student of today, we must recognize the need for training our blind students in those conservatories maintaining the highest scholastic standards.

In addition to the above mentioned governmental facilities, which may provide financial support for various types of training in the musical field, we must not forget the age-old method of individual patronage. As we review our musical history, it is apparent that many of our famous musicians and composers were aided financially by interested persons and by government grants, as is the case today with Jan Sibelius of Finland. How could Tschaikowski have carried on his work without the financial assistance of Madame Von Meck, and Wagner have risen to the heights without the aid of King Ludwig II? Since music is not an exact science, it is difficult to forecast and predict a definite vocational attainment, and governmental finances, therefore, may be unobtainable. Unless we can call upon private sources for support, a musician, although extremely talented, may not accomplish the degree of success to which he is entitled. Among the friends of the blind we find many music lovers who will give freely of their time and finances, not only to train the blind musician, but to sponsor his concerts and assist in the sale of tickets.

Vocational Application of Musical Training

Much time and consideration has been given to the *training* of the student. We must now think in terms of how that training can be turned into dollars—how the musician who is an excellent performer can earn his livelihood through the application of his art. If we were dealing in the industrial field of placement, we would first survey the industries in an area and determine the types of jobs feasible to the blind in that area. Likewise, in the musical field, we must determine the type of music that may be commercialized in the blind person's general locality, for on the whole he will be much better off remaining with his family and contacts. Were he to be moved to an entirely new section, he would have to establish himself, familiarize himself with living conditions and form a new circle of friends. In most areas, teaching of children and adults provides an excellent basis for a livelihood. Such income can be supplemented through the promotion of small concerts which will not only result in direct financial returns, but will place the blind teacher before the public. These offer an opportunity for him to demonstrate his ability and thus provide

an invaluable medium of publicity for securing more students. The piano has become a universal instrument and an excellent medium for providing the ground work in any type of musical education. Where the teacher is duly qualified, he may also very successfully teach singing and other instruments—string, wind, and popular.

We at this convention are familiar with the roll of the blind church organist, for our group leader is a most outstanding example in this field of accomplishment. Throughout the United States and Canada, one will find a number of successful blind organists, respected and held in high esteem by their communities. We have talked with persons from various countries in Europe and find that in France, Austria, Belgium, England and other countries, there are fairly large numbers of blind organists. Alfred Hollins, a famous English blind organist and composer, toured the United States several years ago, giving concerts with great success. We can recommend the training and placement of blind organists as a sound profession to be pursued.

Among sighted musicians we find relatively few who attain concert status. A number of years ago a series of articles was published in the magazine section of the *New York Times,* showing that comparatively few artists succeed in making a living solely from concertizing and that most musicians are obliged to supplement their income by movie, radio and theater work. The blind musician, during his training, should always aim at the ultimate goal of the vocational application of his music. He should always think in terms of how he may apply music to his particular situation and how he might derive the greatest income from his efforts, whether he teach, perform, or entertain. We cannot disregard popular music as a vocation for many of our blind musicians. Alec Templeton's versatility and great success and George Shearing's pioneering in the field of progressive music are well known to all. We could enumerate many others who, in their own way, are famous and outstanding in this field.

Salesmanship

In all endeavors, whether it be industrial, business or professional, there seems to be one common denominator which is indispensable to success. This prerequisite can be classified under the simple term of "salesmanship." The musician, regardless of his area of endeavor, in order to be successful, must have first-class ability to sell his wares. It would seem that during the course of training, a program, especially designed to develop this so essential quality, should accompany his entire musical training. If we were asked to define salesmanship, we might think in terms of personality development; the ability to develop an enthusiasm about a product; a clear-cut understanding of the problem involved; and the ability to discuss his subject intelligently. Also, he must be sufficiently analytical to ferret out those persons and places where his abilities can be of service. Among both blind and sighted, we can cite many instances of both successful and unsuccessful musicians, and there seems to be a definite pattern, among the successes, of this salesmanship ability.

Public Acceptance of the Blind Musician

While it is our opinion that the fully trained, accomplished musician should have the capacity to carry on by himself with little or no outside assistance, we recognize that much public education is still necessary for the acceptance of any and all blind musicians. Many pioneers, such as Mr. Treener, through their own personality and sheer effort, have done much to open the doors of public acceptance to the blind musician. It is true that public campaigns, magazine articles on success stories, and radio and television interviews are helpful, but the best possible herald of his work is the blind person himself. Those musicians who have accomplished much tell a more complete story of success through their public appearances than is possible in any other way. Perhaps we might recall the old saying that "success breeds success". A collaborator of this paper is convinced of this fact, for in twenty-five years of booking popular orchestras, the majority of engagements have been obtained, not through conspicuously placed signs or newspaper and magazine adversistments, but by the referral of one booker who had used the bands to another.

In discussing public acceptance, we might add here that although all the members are blind, we know of no occasion where the band has been rejected solely for that reason. It may be interesting here to mention that the Placement Department of the New York Lighthouse, during the past year, booked 130 band engagements, each engagement comprising from three to five men.

Conclusion

We have discussed the musical program of The New York Association for the Blind as it functions through the Lighthouse Music School. We have discussed training of the blind musician. We cannot omit the need for testing and screening before training. Many lay people are of the opinion that if a blind person can't do anything else, he should be trained as a musician. Experience has shown that a blind person's progress and accomplishments are largely related to his intellectual capacity. We, therefore, can only expect the greatest accomplishments from those who are musically inclined and show talent. We have discussed the vocational applications of music. We might add here the piano tuning industry in which blind persons can function exclusively as tuners or supplement other phases of musical endeavor. A tuner may be employed in a factory or wareroom, in which case his proficiency as a tuner would be the only requirement. However, if he should be a private tuner, he would be obliged to know how to handle minor repairs. The New York Lighthouse distributes each year about four hundred jobs among a number of approved tuners. On the other hand, some blind tuners make a specialty of doing general overhaul work and establishing piano sales rooms. We like to recall the name of Sir Charles A. Lindsey, who although blind, engaged in the manufacture of pianos and through his philanthropy was knighted by the King of England.

Some blind persons with musical background have operated music shops. With the sale of instruments, sheet music and phonograph records, a good living is possible. One of the most recent areas of endeavor entered by some of our blind friends is the recording field, as their musical training has especially equipped them to cope with the sundry problems encountered in the recording of music. These persons frequently branch out into general recording,—recording various functions such as weddings, dedications and other ceremonial occasions. When we realize the extent to which the advent of radio broadcasting has brought music of all descriptions to the American public in the last thirty years, we are impressed by the large area of vocational opportunity that is offered to musicians in general. Moreover, the vice president of the National Broadcasting Company, in charge of the promotion of television, anticipates the movements of about thirty billion dollars worth of goods through the medium of television. This, too, will add to the musical opportunities of the nation and, although our blind friends might not be seen on any particular television screen, the indirect influence on behalf of music and the employment of musicians is tremendous.

Summarizing all that has been said here, and considering previous experience and research, may we not conclude that the professional blind musician may devote himself most profitably to teaching—especially the piano—church work, radio work and composition, and supplement these by public performances whenever possible. In the popular field teaching, dance work, entertaining at clubs and house parties, and radio performances are profitable. Those who study music for recreation or therapy should bear in mind that music was created for the enjoyment of the masses, as an expression of their innermost feeling. Music is as essential to life as the very air we breathe.

We could well recommend more music for the world at large, but since we are here concerned with the blind alone, we propose that the manufacture of the Beetz notation graph (a devise used by the blind to instruct the sighted) be resumed either by the American Printing House for the Blind or the American Foundation for the Blind; also that the schools for the blind concentrate more fully upon adequate training for those who show musical aptitude and that the school maintain an advisory council to which their graduates may appeal for further guidance and information as need may be.

SIGHTLESS TEACHER AND SIGHTED STUDENT

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In 1852, the Jesuit Fathers in Montreal wishing to secure the services of a resident music teacher for their college applied to the Institution Nationale de Paris, a school for the blind which had obtained remarkable results.

A young blind man around 25 years old, Paul Letondal, accepted the invitation but, after having spent three years at the college, feeling an urge for more movement, more activity, he opened a studio in town, got married and had five children. He was a pioneer in Montreal; almost all the musicians of his time were his pupils, including Calixa Lavallee, the author of our national anthem.

However, it was not until nine years after he had settled in our country that an institution for the blind of both sexes was founded in Montreal, under the guidance of the Grey Nuns who asked Letondal to teach braille to their proteges.

Fifteen years later, the nuns called in from France a blind teacher, Mlle Euvrard, who, with Letondal, laid the foundation of the teaching which is still prevailing in our school. Ever since that time, in our province, sightless teachers have had sighted pupils, although at no time was there any organization or agency to help them, except of course the musical transcription bureau founded eight years ago by the CNIB and, believe me, that was a godsend to all of us.

For the sightless as well as the sighted, the study of music is particularly long and cannot do without a certain amount of general knowledge. It is often the general knowledge he has acquired that permits the musician to be admitted in various circles, especially in colleges and convents where he may afterwards be appreciated for his professional talents. He hasn't the time, of course, to undergo the various forms of intellectual discipline practiced in colleges and high schools, but a high standard of musical culture is in itself a discipline well worth any other.

None of the former pupils that I know of has ever succeeded who had only one musical branch to begin with. I even know many sighted musicians of great value who have a hard time earning their living because they are limited to only one sphere of musical activity. I have myself studied solfege, piano, organ, cello, singing and musical sciences; all those studies have been useful to me at the outset of my teaching career. It is only step by step that I eliminated a few musical branches, in order to make a definite choice, and I find that many of my colleagues have done likewise.

Even with this first rate musical training, the sightless teacher has to make his own experience like every other sighted teacher and he must realize that his prestige will not come about because of his blindness but in spite of it. He cannot look forward to a private clientele nor take up a position in a conservatory, a university, a college or a convent unless he can benefit from a certain prestige acquired as organist, church singer, concert or radio performer, by his success in contests or by his work as composer, music critic or author of musical publications.

At home, not only does everyone benefit from the prestige of the others, but there is not one professional career that I know of which is not also due to personal prestige. My nomination as professor at the Conservatory of the Province of Quebec was due to the fact that an award from the Province, called the "Prix d' Europe" had given me the opportunity of studying six years in Paris and also to the publicity given me by the performance of my compositions by the symphonic orchestras of Montreal and Toronto, and by other vocal and instrumental ensembles.

If Mr. Doyon is a man worth consulting, it is due to a reputation that is such as a pianist and organist that, this year, the Canadian Science Medal Award was bestowed to him, a decoration that had previously been awarded to men of the hightest distinction,

*Visually Handicapped.

such as Sigrid Undset and Jacques Maritain. Mr. Doyon, in the course of his career, has played hundreds and hundreds of works as soloist and accompanist. He is one of the few pianists at home who can give a concert at a moment's notice and, like all our better musicians, in order to accommodate a singer or a choir, can transpose any accompaniment.

If Mr. Letendre has more organ pupils than our Conservatory, which gives these courses free, it is because, besides being an organist, he has studied organ-building thoroughtly and drawn and carried out organ plans and specifications. Devoting himself for the triumph of these improvements, he has already succeeded in obtaining a few. He has also collaborated with a music publishing house that has published some of his own works. One of his sighted organ students, Raymond Daveluy, one of our brightest young organists to-day, has won the Prix d' Europe. By the way, this young organist studied musical sciences under my direction and, consequently, has studied exclusively with us.

It would take too long and be useless for me, I believe, to give the history of all those among us who have an important private clientele or of those who have taught or are still teaching in colleges and convents. I shall simply say that since long ago the question at home of whether or not blindness is an unsurmountable obstacle to teaching the sighted does not even occur.

Individuals are judged as such and the sightless as well as the sighted must give clear proof of their musical training before being employed as teachers but—and in that respect we are no different from the sighted —we improve as we go along and, through experience, we are better teachers at 40 than we were when we came out of school or the conservatory.

There is no reason why a blind teacher should not seek his clientele among sighted pupils. If necessary, he may be assisted by someone—that is quite often done by sighted teachers, which seems to all the most natural thing in the world—or by an experienced pupil aspiring to become a teacher. He may also be helped by someone outside the profession: his wife, for instance. With the help of an intelligent and devoted person, teaching in any field will be easy for him.

Without help, to what extent is teaching to sighted pupils possible to him? Well, I would say that the situation is the same as that which confronts sighted teachers educating sightless pupils. For them, teaching subject matters perceptible by the intellect will be easier than subject matters perceptible to touch. For instance, grammar, literature, history, philosophy will be more easily grasped by pupils than braille, or geography and mathematics, which require touch. The case is identical with certain crafts: piano repairing for instance.

On the other hand, teaching subject matters perceptible by the intellect will be easier for the blind teacher dealing with a sighted pupil than those perceptible by vision. Teaching piano and violin is harder with six year old children than with older ones. Organ is easier to teach than violin and piano; so are solfege and musical sciences. That is why many blind teachers have taught all their life, without help, in secondary schools for boys.

How do we generally proceed? First of all, we expect our ear, our touch, our judgment to supply us with the information our eyes cannot give. I have had sighted and sightless pupils for cello and I have always heard the wrong fingerings as well as the wrong or uncontrolled bowing. I have also had piano pupils, not very many it is true and I am not an expert. One or two fingerings may have escaped my notice, but there are some that you can't help hearing and one is enough to tell you that you are dealing with a careless pupil who needs close supervision. Whether a pupil is playing the cello, the piano or any other instrument, my ear reacts if a wrong note is struck.

We may have deficiencies in the teaching of certain musical subject matters. So have many sighted teachers. The difference lies in the fact that we are aware of ours while very often they haven't even the slightest suspicion of theirs, like a weakness in their musical training or, more often than is generally admitted, a poor ear. Yet music is meant to be heard!

What method do we use? Well, it varies according to the age, the intelligence, the

musicality, the knowledge of each pupil. It also varies from one teacher to another, just as with the sighted.

When, for the first time, a lady asked me to improve the hearing of her child, I had to make up special exercises. Success was such that other children were brought to me by their mothers and I only had to go on.

When classes were given me at the Conservatory, I looked up books and then decided to devise my own system with my own exercises which I keep improving all the time. I have, every year, an average of 70 pupils grouped in five different classes and much as I would like to tell you of my experience in that field, I do not think it differs from that of the sighted teachers; my status is exactly the same as theirs and, in the seven years I have been teaching there I never had to cope with any special situation.

For a while, I also gave singing lessons. As sighted teachers do, I advised my pupils to practice in front of a mirror. Besides, once in a while, someone would discreetly watch them and tell me of any bad habits they might be developing. Most of them have to be assisted by a pianist and, at least, that was a help I could dispense with. As voice training didn't appeal very much to me, I gradually stopped giving singing lessons as pupils taking harmony and musical sciences increased in number.

Now how about harmony and counterpoint? There is nothing easier in the world. The pupil sits at the piano and plays his exercises while, from a cosy chair, I point out his mistakes and awkwardness. When necessary, I give him the corrections that he writes himself or I take his place at the piano and show him what could have been done.

But, you may object, what about pupils who cannot play the piano? Well, I believe that all pupils studying harmony should be able to play the piano, even if only a little, to get an exact idea of the musical effect of their exercises. Hearing them played once by their teacher at their weekly lesson is not sufficient; to derive full benefit from those exercises, they must be able to play them over and over again. So whenever a new pupil calls on me I require of him that he play his own exercises however painful to him and boring to me. Some of my former pupils who have now a very good knowledge of the keyboard are thankful to me for having asked that effort of them.

Of course, when you have to listen intently to exercises for 8 hours a day, it is a strain on the nervous system, but when you are very tired and pupils tell you they feel at ease with you about asking questions because you never have to look up in a book for the correct answer or for an example, you feel gratified and amply rewarded.

There are of course as many ways of teaching as there are teachers, and whatever the method used, the most convincing evidence of its effectiveness is the result shown.

To what extent is the teaching career accessible to blind women? Factors of a non musical nature reduce their field of action and the more favourable opening is teaching to the sightless, not only in girls or co-educational schools, but in boys schools as well.

Since the beginning of our school, some women have had a successful career teaching to the sighted. I have personally known two among the very first pupils of the school. Both returned to their communities after completing their studies and, up to the end of their life, at a very old age, they divided their time between their pupils and their duties as organist of their parish church.

Two others pooled their resources and, surrounded by friends and a few sighted auxiliaries, rented a three-story stonehouse in Montreal, with huge drawing rooms which were always filled with people. They had an astounding number of pupils and theirs was one of the most popular studios in town.

For how much longer will music be our best source of revenue? That question was asked twenty-five years ago. The increasing number of conservatories and other music schools in large centres led some sightless teachers to believe that we were losing ground. At home, in the province of Quebec, we have the Provincial Conservatory, where tuition is free, the Conservatorium of McGill University, the Music Faculty of L' Universite Laval in Quebec City, while all the large convents have a music faculty affiliated to the University. Music is also taught on a smaller scale in all secondary schools for boys.

Nevertheless, private clienteles are still flourishing and many sightless teachers are teaching in universities as well as in boys and girls boarding schools.

There seems to be many more years in store for us, unless we fail to draw lessons from the past and the present and unless a well-meant but uncomprehensive publicity, bringing us pity, deprives us of our prestige, as we shall ever have both at the same time.

BANQUET

AND

PRESENTATION OF SHOTWELL AWARDS

MINUTES OF ANNUAL BANQUET

Wednesday, July 12, 1950

The Annual Banquet of the American Association of Workers for the Blind was held in the Layafette Ballroom of the Hotel Utah at 7 P.M. on Wednesday, July 12, 1950 with 240 seated for dinner and with others in attendance later in the evening.

Due to the unavoidable absence of Mr. Peter J. Salmon, Chairman of the Shotwell Memorial Awards Committee, who was to have served as Toastmaster, and who sent a message which was read and appears in these minutes, his place was taken by his committee colleague and our Immediate Past President, Dr. Francis J. Cummings, of Wilmington, Delaware.

During the evening, Dr. Cummings presented in turn Dr. Berthold Lowenfeld and Miss Kathern F. Gruber, who presented a medal and scroll to Mrs. Winifred Hathaway, and also Miss Elizabeth L. Hutchinson and Miss M. Roberta Townsend, who presented a medal and scroll to Mrs. Mary Dranga Campbell. Their remarks and the acceptance speeches appear below.

Following the presentations, a delightful musical interlude was provided by guest artists from Radio Station KSL of Salt Lake City.

During the evening the Secretary-General announced that there were 290 people registered at the convention from 38 States, the District of Columbia, 7 Canadian Provinces, and India, with numerous others present but not registered. He reported further that the membership drive under the Chairmanship of Roy Kumpe of Little Rock, Arkansas, had resulted in increased membership during the year, with the honors for new enrollments going to Tennessee, under the leadership of Mr. Earl C. Morgan, who secured 43 new members. Runner-up was Florida (last year's leader) with 19, and Canada with 15 new members was third. Registration and membership statistics appear elsewhere.

—A.A.

MESSAGE FROM PETER J. SALMON

Chairman, Shotwell Awards Committee

Dear Friends:

That I am unable to be with you tonight is really a matter of sorrow to me. This unhappy feeling, however, is lessened considerably because my friend, and a man I admire so much, Dr. Francis Cummings, is taking over as Toastmaster for me.

In his capable hands I know our first lady in work for the blind—Mrs. Campbell—and our first lady in work for Prevention of

Blindness—Mrs. Hathaway—will receive the honor to which they are so richly entitled; the more so, because the Shotwell Memorial Award dinner will bring together so many of their friends and well wishers.

May I say most sincerely for the Shotwell Award Committee that we were very happy that it was possible for us to make two awards this year in order that we might have the rare privilege of honoring Mrs. Hathaway and Mrs. Campbell. In doing so, we feel we have cast reflected honor on the A.A.W.B. In other words, we feel that it is a great accomplishment for our committee to be able to bring two such distinguished ladies to you for you to honor.

And now, may I represent those who would have liked to be with you tonight but who were unable to do so, and send you on their behalf affectionate good wishes and deep appreciation for the contribution you, our guests of honor, have made in your chosen fields—one devoting an entire lifetime in an endeavor to stamp out blindness; and the other bending every effort, when blindness did strike, to make it a stepping stone to achievement.

May "Prevention" through Mrs. Hathaway's efforts win the race. But, may those who lose their sight always have a Mrs. Campbell as a champion.

PRESENTATION OF SHOTWELL MEMORIAL MEDAL TO MRS. WINIFRED HATHAWAY

BERTHOLD LOWENFELD PH.D.

Superintendent, California School for the Blind, Berkeley, California

Mr. Toastmaster, Mrs. Hathaway, Mrs. Campbell, friends of the AAWB:

It is a rare privilege for one to be chosen twice within the same year to carry a message of honor to someone who is close to his heart and mind. In March I had the privilege of bestowing upon Mrs. Hathaway the Honorary Life Membership of the International Council for Exceptional Children assembled in Convention in Chicago. And this evening I have the honor to present to you, Mrs. Hathaway, the Shotwell Award, the Distinguished Service Medal of the American Association of Workers for the Blind. Do I need to say that my affection for you and devotion to you thus find a public recognition of which I am more than proud?

When nearly 35 years ago, the National Society for the Prevention of Blindness engaged Mrs. Winifred Hathaway for its staff, she had after graduating from Radcliff College earned a Masters Degree from the University of New York, had been an instructor in the Department of English and Literature at Hunter College, New York City, and also headed its Department of History. Deeply ingrained in her were all the qualities and characteristics of a great teacher and after some experience in organizing classes and clubs for working girls, she found in the position of Director of the Educational Department of the National Society for the Prevention of Blindness, the starting point for a life time work of service to this great cause. Classes for partially seeing children were just in the beginning when Mrs. Hathaway recognized their importance and started an intensive drive throughout the country to convince educators and the public of their importance. It is due to her inspired efforts that the few classes existing in 1916 have now become almost 700 in number and achieved the high standards of which we are justly proud. The effects of of her work, however, are not limited to the thousands of children who have been or are now enrolled in these classes. Conservation of sight for *all* children has had its most ardent advocate in Mrs. Hathaway. The Nation owes her a debt of gratitude for this.

That education of partially seeing children would be possible only if specialized teachers were trained, impressed itself early upon her mind. For this reason she initiated a teacher training program which embraced many of the outstanding teacher training institutions of the country, such as Columbia University, New York University, Wayne University, to

mention only a few. As the fruit of her experience, Mrs. Hathaway presented to the profession her book, "The Education and Health of the Partially Seeing Child"—the standard work in this field. She also wrote "Easy on the Eyes"—a book for children of junior high school age. Her many contributions to professional and popular magazines, I cannot even attempt to enumerate.

Representatives of foreign countries came to the United States to carry to their homelands the message of the cause for which Mrs. Hathaway stands. Here I want to insert my personal experience in the year of 1931 when I turned to the National Society for the Prevention of Blindness for information while studying in the United States as a Rockefeller research fellow from Austria. I not only gained information but I also met a warmhearted and understanding reception which impressed itself as a lasting memory on my heart and mind. What happened to me, must have happened to thousands of other students who had the good fortune to learn from this distinguished Lady. Her own travels abroad contributed to make the scope of her work truly international.

Ladies and Gentlemen, I can only give you a short resume of the many contributions of our honored guest. Still less can I attempt to describe to you her wonderful personality and those qualities which have made her the beloved leader and friend of an ever increasing number of those dedicated to carrying on her work. I must leave that to the poet:

"The reason firm, the temperate will,
Endurance, foresight, strength, and skill;
A perfect woman, nobly planned,
To warm, to comfort, and command;
And yet a spirit still, and bright
With something of angelic light."
(From "She Was a Phantom of Delight"
by William Wordsworth)

Mrs. Hathaway, I have now the great honor and pleasure to confer upon you, for the American Association of Workers for the Blind, its highest honor, the Shotwell Memorial Award.

American Association of Workers for the Blind

To Winifred Hathaway

Acutely sensitive to the precious value of sight and ever mindful that its conservation is one of the noblest works of all time, we, The American Association of Workers for the Blind, salute you as a **Great Teacher** and as one who works constantly and courageously to make our load lighter.

Knowing so well the worth of your work and appreciating so keenly your many years of complete devotion to it, we do now, in faithful and affectionate tribute to your vast contribution, herewith present you the

Ambrose M. Shotwell Award

at Salt Lake City, Utah, on this twelfth day of July, 1950, and have hereto affixed our signatures.

Shotwell Memorial Awards Committee

Peter J. Salmon
Chairman

Francis B. Haas
President

J. Robert Atkinson
Member

F. J. Cusmano
Member

Agnes Allen
Secretary-General

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL TO MRS. WINIFRED HATHAWAY

KATHERN F. GRUBER

Assistant Director, American Foundation for the Blind Inc., New York, N.Y.

Mr. Toastmaster, Mrs. Hathaway, Mrs. Campbell, Ladies and Gentlemen:

Most of us, at some time or other, make a mental inventory of the people who have been outstandingly influential in our lives. If one had the privilege of exploring the mental lists of the hundreds of educators of the visually handicapped, I am sure than one name would be found on every list—that of Winifred Hathaway. It is on mine. Her name is synonymous with sight conservation throughout the world, and the association of her name with that great work is always accompanied by a vivid recollection of her graciousness, her thoroughness, and her utter devotion to her work. Those of us who have worked in the Sight Conservation area under her tutelage are deeply proud that the American Association of Workers for the Blind has chosen, this year, to present Mrs. Hathaway, with one of the Association's awards. This presentation is made, Mrs. Hathaway, not only for your brilliant contributions so far but also for the contributions that we know will be forthcoming in the future. It is, indeed, a pleasant assignment as a member of the AAWB and as an individual, to present you with this scroll which I shall now read.

ACCEPTANCE SPEECH

MRS. WINIFRED HATHAWAY

Assistant Director, National Society for the Prevention of Blindness, New York, N.Y.

I think I feel a little bit like the lady of whom you have read in the Readers Digest. Getting up to speak, she said, "After such an introduction, I can hardly wait to hear what I am going to say." And indeed, I hardly know what I can say except to tell you that when my good friend, Mr. Salmon, told me of the decision made by the committee, I told him I thought there must be some mistake, because, I had always under stood that this award had been given and was the purpose of work with the blind. But when he assured me that no mistake had been made, then, all I could say to him was, "In accepting this award, I realize it is not for me, personally, but I am but the representative of everyone who, at any time or any place or in any way has brought light or darkness, has saved someone from blindness or who has conserved sight. And it is in the name of all those people that I accept this award so graciously given by my dear friend, Dr. Lowenfeld, and by my former pupil, Kay Gruber and my co-worker.

Of course, to the giver of the award all I can say is that his work stands for itself, his work as a Librarian and the wonderful work that he did for the blind. It seems a most gracious thing on his part to have suggested that what he had should go as a memoriam and I think that is not for past work but for future work.

Now, you know our good friend, our senior person who planted the root says that age is always relative, that when he was fifteen, thirty seemed very old. But when he got to be thirty, why age went on to forty-five and now that he is just past his eightieth birthday, he thinks upward of a hundred would be a good age. But now the teenagers of this time think that anyone over thirty-five certainly must be in his dotage. But you know they have a particular vocabulary of their own and they do not call it that. They call it anecdotage, the age when people begin to be reminiscent and when they tell the old anecdotes over and over again even though they have lost their meaning.

I am going to ask all the teanagers here tonight to bear with me a little bit. I am not going to repeat anecdotes but I should like to reminisce just a moment to compare

a very early meeting of this kind with the meeting of the present time.

When I joined the staff of the National Society so many years ago, that beloved person, our managing director, Dr. Van Cleve, told me about so many people who were in this work. Then one day he said to me, "Well, you know I think you ought to go and become acquainted with these people and there is going to be a conference up at Peaks Island just off the coast of Maine. And I think you had better go up there and meet those people." So I travelled up there for this conference and I met the outstanding people and the people, the Aarons who held up the hands of their Moses and all the people who were interested in this type of work. You know about, found in the Lantern, this current issue, what was called there, that great Triumverate Dr. Allen, Dr. Edward Van Cleve and Mr. Olin Burritt representing the three original schools for the blind. And there was a Miss Edith Marsh, who was just starting the work for the blind in Minnesota. And then for the first time I met my good friend Mary Campbell whose friendship has meant so much to me ever since that time. At that conference they discussed many of the problems that you have been discussing here today and yesterday. But of course you have been discussing them in the light of the advances made in that time. But there were various other little things that were similar.

You know, just as probably tomorrow we shall all troupe over to the tabernacle to hear the great organ recital, so at that time there was a great organ established in Portland and the organist of St. Thomas's Church in New York was going to give a recital and one of the people there, Mr. Latimer, whom I know you all remember, was anxious to go and so we took a little ferry boat and went across to the place where the organ recital was to be given. The city was new to me and I thought perhaps we had better take a taxi but he was a great walker and he said, "Oh no, let's walk to the place." And so I tried to notice the streets and the directions and we went to the recital. It was very wonderful. When we came out, we talked about it a little bit and then we started back for the ferry because we wanted to catch the boat because as always, there was another meeting awaiting us. We walked along; it being a new place to me, I am afraid I was distracted somewhat by the new city. And so, well, we just never got to the ferry boat and I thought, "Well, my gracious, what shall we do now? We will have to call upon somebody to help us." And then Mr. Latimer said, "Oh wait just a moment. You know, I think I know where we took the wrong turning. Let's go back to such and such a point." We went back there and he said, "Yes, this is the place. You know, we turned left and we should have turned right." So we turned right and we came to the ferry boat and we caught it and we were not held up on the mountain top but we were ready for the new meeting. I think that is one of the greatest revelations I ever had. It seemed to me that I realized then the old meaning, the Greek word from which we get our word, our verb to 'see' does not mean to see with a physical eye. It means to foresee. And I realized at that time that Mr. Latimer was seeing with the eyes of the mind and the eyes of the spirit. I was looking with these physical eyes that were distracted by so many things all along the way. And it seemed to me that I built my philosophy a little bit on that occurrence of so long ago.

Sometimes I think how wondeful it would be if we could always hear that voice of Mr. Latimer with a little lilt of laughter in it. Do you remember it so well? "Well, you are taking the wrong turning. This is the way. Turn to the right." And I think that is the philosophy upon which we must build that road that is going to lead us to the goal, not only of taking the responsibilty of caring for those who are already blind because help came too little and too late, but for the bigger function of preventing this from happening to anyone else so that the light may always shine bright.

Perhaps you listen sometimes over the radio to someone who speaks on the human side of the news, Edwin Hill. He uses his radio voice; sends it out to the hundreds of thousands of people over the country and then, when he is finished, he resumes his natural voice and reaching out to all these people he says quietly, "I thank you."

PRESENTATION OF SHOTWELL MEMORIAL MEDAL TO MRS. MARY DRANGA CAMPBELL

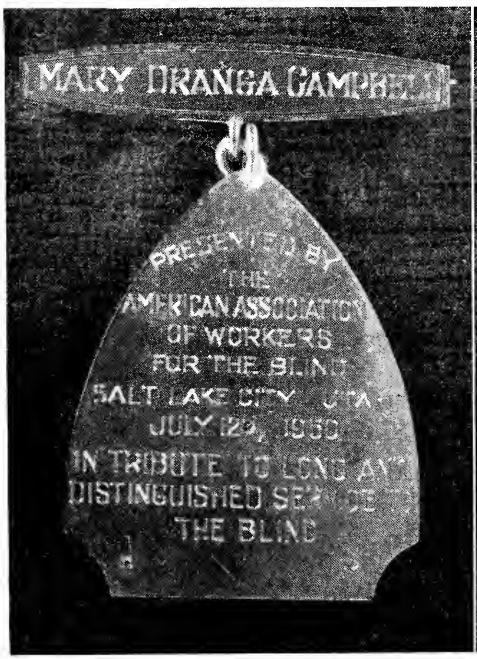
ELIZABETH L. HUTCHINSON
Vice-President, The Seeing Eye, Morristown, New Jersey

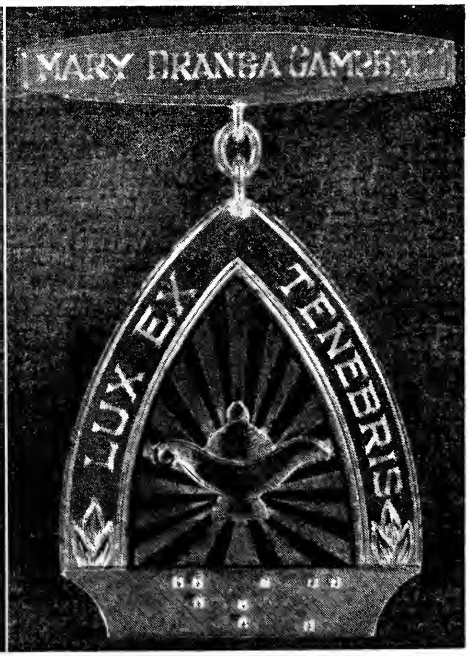
Mr. Chairman, Ladies and Gentlemen:

I feel honored to have been offered the opportunity to relate to you the extraordinary contributions that Mary Dranga Campbell has made in work for the blind. Aunt Mary, as she is fondly known to her many friends in this country and abroad, needs no flowery speech; it would be gilding the lily. Her accomplishments speak for themselves.

Mrs. Campbell is a native of California, born of Viking stock, which inheritance is undoubtedly responsible for her great bouyancy of spirit, energy and tirelessness in whatever task she has undertaken. Educated in New England and the middle west, a traveler in many countries and conversant with all sections of The United States, she might well be called an "Ambassador at Large" in work for the blind. She can speak with conviction as she has held responsible positions in all phases of her work and has been the First, or pioneer, in many.

While a student at Stanford University, Mrs. Campbell became an assistant cataloger in the library and was so interested in her work that she took the librarian course at the University of California, and received a certificate from the First library school course given in that state. While pursuing her profession as a librarian for several years, naturally having access to a limitless number of books and magazines, her interest was aroused in social work. She decided to make that her life's work and was graduated from the Chicago School of Civics and Philanthropy. She then became associated with the United Charities of Chicago, lived in a settlement house there and made investigations for bakeries of Chicago in relation to public health. Later, Mrs. Campbell took a special course offered by the Eugenics





Record Office and became a field worker for that staff. This varied experience was wonderful training and background for the work to which she finally devoted her life and for which she is being honored tonight.

Mrs. Campbell was introduced into work for the Blind through her marriage into the famous Campbell family, of which there were six members who had been likewise engaged. She became the First trained social worker in the field and proved how beneficial it was for agencies for the blind to cooperate with other social agencies and be a part of the whole field of social work. Not only was Mrs. Campbell the First social worker, but she and her husband, Mr. Charles F. Campbell, were the First to compile the Directory of Institutions for the Blind in The United States and Canada, which was later taken over by the American Foundation for the Blind as was the first magazine published for workers for the blind, the "Outlook for the Blind." With Mr. Campbell she was Co-editor and Manager of this magazine. Mrs. Campbell was the First Executive Director of the Pennsylvania State Council for the Blind and the First to coordinate the work of the blind and crippled of the Brooklyn Bureau of Social Services. She was also the First worker in the field to become interested in the dog guide movement when it was introduced to America and for eleven years was Executive Secretary of The Seeing Eye, Inc. In addition to all these "Firsts", Mrs. Campbell was Executive Director of the Missouri Commission for the Blind and Acting Superintendent of the Ohio State School for the Blind. While her primary interest in all of these fields was with blind persons, she was tremendously interested in the prevention of blindness and in more than one position had prevention of blindness departments under her supervision.

Mrs. Campbell will not only be remembered for her leadership in her various activities, but for her great willingness to impart her knowledge to younger workers in the field and many of us are deeply indebted to her.

Mrs. Campbell will also be remembered for her earnestness of purpose and her real belief in the capabilities of blind people. She has never spared herself in projecting their abilities as well as their needs to the public. Much more could of course be said, but Mrs. Campbell's accomplishments stand by themselves and speak for themselves, and it is an honor and my privilege to present to you, Aunt Mary, this medal as a token of regard for that which you have accomplished. May your future be as rich as your past.

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL TO MRS. MARY DRANGA CAMPBELL

MISS ROBERTA TOWNSEND

Director, Department for the Handicapped, Brooklyn Bureau of Social Service, Brooklyn, N.Y.

Dr. Cummings, Mrs. Campbell, Mrs. Hathaway and friends, your Toastmaster does not know who I am so I will have to give you my own introduction. In all modesty, I am Aunt Mary's favorite adopted niece. I am counting on the fact that she is sufficiently happy tonight not to dispute me, anyway, in public, so we will have this out later.

I am very proud to have a part in this award. It has been a little difficult to plan what I should say because when you really admire and love a person, it is a little hard to put into words. I have had the privilege of working with and under Mrs. Campbell and from that happy experience I would like to give you a little bit of a glimpse behind the scenes of her great achievements. I say with and under. I should have said with because that is the way you work with Mary Campbell. She always works with you.

A Priest in Brooklyn with whom I have been doing a great deal of work recently said, "Many of us make a host of acquaintances but we should all thank God on our knees for one friend." And such a friend I would say is Mary Campbell. In working with her, if you come to a disagreement, she may take your head off and hand it to

American Association of Workers for the Blind

To Mary Dranga Campbell

Who, with untiring courage, patience, fairness and enthusiasm, has brought about a better understanding of the problems of the blind. While her competence thought and concern have ever been upon the broader view, she has never failed to give unstintingly of her time and abundant knowledge to the many individual blind who have sought her aid and counsel. Hers has been

"The heart to conceive, the understanding to direct, and the hand to execute"

In affectionate tribute to a long and distinguished career of service to the blind both here and abroad, we do now in grateful recognition present the

Ambrose M. Shotwell Award

at Salt Lake City, Utah, on this twelfth day of July, 1950, and have hereunto affixed our signatures.

Shotwell Memorial Awards Committee

Peter J. Salmon
Chairman

Francis B. Gerard
President

J. Robert Atkinson
Member

F. J. Cummings
Member

Ayres Allen
Secretary-General

you and if you deserve it, you are happy about it. If she has been wrong, she will put it back on for you, perhaps better than she took it off, but she is a wonderful working companion.

The qualities which she has brought to her great achievements are not to be found between the covers of text books nor in diplomas nor university degrees. And it seems to me today when the world is full of hates, fears, ugliness, it is more important than ever to acknowledge tolerance, kindness, warmth and understanding together with wisdom where we find it.

So, Aunt Mary, tonight the AAWB has sought to put into words the feeling we have for you and your work within this scroll which you will take with you and keep to remember us always.

The quotation comes from a philosopher many years ago whose pen name was Julius and it was written for one of the Greek emperors. I would like to apply it to Mrs. Campbell.

ACCEPTANCE SPEECH

MRS. MARY DRANGA CAMPBELL

My sincere thanks and appreciation, for your generous tribute, go to you, Miss Hutchinson and Miss Townsend; and to the members of the Award Committee and the Directors of the American Association for the Blind for selecting me as a recipient of the Shotwell Memorial Award and I deeply appreciate the thoughts that prompted it.

I am happy to be here this evening and share with you the recognition, so richly deserved, that you have bestowed upon my friend, Mrs. Winifred Hathaway, who has given many years of devoted service to the work of prevention of blindness and conservation of blindness.

This Award is a recognition that I certainly never expected to receive. I am deeply grateful and very humble as I stand here before you. I could not, however, accept this Award without paying tribute to my former associates, both blind and sighted, who by their loyalty and devotion to duty, helped to achieve the standards and goals for which we were striving. I wish also to pay tribute to the assistance and cooperation given me by the educators and workers, both blind and sighted, who have themselves contributed so signally to the advancement of work for the blind. Without the help and interest of these groups my efforts would have been in vain.

My introduction to work for the blind began almost at the turn of the century—before there was any state-wide work for the adult blind. I followed the development of the first of these organizations in Massachusetts and I visited their Experiment Shops on several occasions. My interest in everything pertaining to blind people has continued through the years, and although retired from active service, I am still studying and learning.

During the past few months I have had the opportunity of studying the training of preschool blind children and of visiting one of the two Nursery Schools for these children in the Chicago Public Schools. I also have been studying the Adjustment and Recreation Centers that have been established recently. You see, I feel that no one is too old to learn!

At the time my interest in work for the blind began, this organization did not exist. I now want to pay tribute to that group of blind men and women who, in the eighteen-nineties, were eager to promote the cause of blind persons and who were persuaded that, if their objectives were to be achieved, their interests would be served more effectively by the formation and assistance of a national organization composed of both blind and sighted members.

So, this group, The American Blind People's Higher Education and General Improvement Association, of which Ambrose Shotwell was a member, liquidated their organization and the American Association of Workers for the Blind was created.

Since that historic meeting in Saginaw, Michigan, in 1905, the members of this organization have striven to improve the condition of the blind throughout The United

States. It has important accomplishments to its credit. It took over the work of the Tactile Print Commission of that earlier organization, to become known later as the Uniform Type Committee, of which Ambrose Shotwell was a member, and I need not dwell on the support the A.A.W.B. gave in furthering the work of this important Committee to a satisfactory conclusion.

The organization of the American Foundation for the Blind is another outstanding achievement of the A.A.W.B. and there are many other contributions which have benefited blind people.

And now a word of tribute to the man who has been considered the dominate personality in the formation of this organization in Saginaw, in 1905, Charles F. F. Campbell. He served as its secretary for fourteen years; he was a pioneer in the development of state commissions, an enthusiastic and indefatigable worker in all that pertained to the betterment of blind people, and he had exceptional ability in interesting the public in them.

When my sister, Wilhelmina Dranga Campbell, died, I went to care for her three children. I had no idea that I soon would be absorbed into work for the blind, or, that later, I by marriage would become a member of the Campbell family.

During the years of my marriage. I assisted Mr. Campbell in his work as secretary of this growing organization and as associate editor and business manager of the "Outlook for the Blind", which he founded. Through this I gained a background and an understanding of work for the blind that has stood me in good stead in my later work.

I would not be here tonight, nor could I accept this Award, without giving credit where credit is due. It was from Charlie Campbell and his family that I received my inspiration and an abiding faith in the ability of blind men and women, with the proper training and adjustment, to take their rightful place in the world.

The American Association of Workers for the Blind has initiated and stimulated activities for the improvement of work for the blind, but our work is not yet done. While much has been accomplished in the prevention of blindness and the conservation of vision, there unfortunately will remain a large group of men, women, and children, who will spend their lives without sight, and more, I am sorry to say, will be added to this number each year.

I envisage a stronger American Association of Workers for the Blind, greater unity of purpose, the elimination of duplication of services; closer cooperation, not only among agencies for the blind, but also cooperation with other allied organizations; to the end that all blind persons, unable to work, will receive the care and adjustment they need; and that all those with the potentialities for rehabilitation will be given the training and guidance best suited to their abilities, so that they may become useful, economically independent, participating and contributing members of the community in which they may find themselves.

I thank you sincerely for the honor that you have bestowed upon me and I am grateful for this opportunity to pay tribute to those individuals and organizations that have contributed to whatever success I may have achieved.

I prize the friendships that I have formed during the years and I am proud of the fact that many of the members of this organization, as well as my former associates, call me "Aunt Mary". I look forward to meeting with you for many years to come.

REPORTS OF COMMITTEES

REPORT OF THE BOARD OF DIRECTORS

ALFRED ALLEN, *Secretary-General, A.A.W.B.*
Assistant Director, American Foundation for the Blind, New York, N.Y.

In presenting this report of its stewardship of your affairs since we last met in Boston, a year ago, your Board of Directors wishes to express its pleasure and thanks to those of you who are met together for this twenty-fourth convention.

You may recall that at your last meeting we reported that your chosen delegate would be leaving shortly to attend the International Conference on Work for the Blind, convened at Merton College, Oxford, England, August 3-13, 1949. Your Secretary-General attended the full session of this conference, as your representative, but since a report of the Conference has already been presented at this Convention by its Chairman, it would seem unnecessary to dwell upon it at greater length here, except to add that Colonel E. A. Baker, Dr. Gabriel Farrell and Mr. Joseph F. Clunk, all members of the A.A.W.B., also attended and participated actively in the conference.

You may also recall that some years ago you authorized a special committee consisting of Messrs. Ierardi, Watts and Allen, to proceed with the necessary steps to incorporate the A.A.W.B. as a non-profit corporation. But after carefully considering the requirements for such incorporation, it is the view of your Committee that until such time as the A.A.W.B. may have a permanent headquarters or office with a paid executive, such a step is not practical, and your Board therefore agrees and recommends that for the present the matter be dropped and the Committee discharged.

Soon after adjournment of the Boston convention, your President appointed the necessary Committees to continue the work of the Association, and the Board at this time wishes to express publicly its thanks to the members of the Legislative Committee, the enlarged Standing Committee on Music, and the Membership Committee, all of whom have worked hard in the discharge of their duties. Thanks are also due to the members of the Shotwell Awards Committee, whose responsibility it was to select the recipients of this year's awards. The Board wishes also to thank all those who have served as members of the various committees concerned with this year's convention arragements; and it futher wishes to thank the 48 State Chairmen who have assisted the Membership Committee in working so hard to build up the membership. In this connection it is a pleasure to report that as of today the paid membership for the year 1950 stands at 700 which marks the fifth successive year during which our total membership has increased. It now stands at an all-time high, and for the first time in history we can claim membership from every one of the forty-eight States, as well as from nine of the ten provinces of the Dominion of Canada. Individual honors go to Tennessee, with forty-three new mem-

bers enrolled, including 100% membership from the Division of Service for the Blind, headed by Mr. E. C. Morgan, whom we congratulate for his fine endeavor. Last year's honors went to Florida, who this year continued their fine record and are second in new enrollments, with nineteen, while Canada, with fifteen is third. There are 210 new memberships for 1950, which is fewer than for 1949, but there are 490 renewals, which marks an all-time high. A detailed breakdown is attached.

This morning, you will be asked to vote upon proposals to amend our Constitution, due notice having been mailed to every member early in June. At that time, your Board invited an expression of your views, and a number of you, though fewer than was hoped for, have been good enough to write the Secretary-General. Your views have been reviewed carefully, and on the basis of your replies, the Board sees no objection and is therefore able to recommend the passage of the amendment which will divide the present Group (b) into the two groups, with Group (b) to include those engaged in rehabilitation except in the Business Enterprise field, who would become members of a new Group (i). The Proposal had the overwhelming support of the present membership classified in Group (b). Passage of this amendment will also require, and the Board approves, an amendment enlarging the Board from fourteen to fifteen members to give representation to the new Group (i).

The proposal to divide the country into three regions and for holding regional conferences annually except in the region in which the annual National Convention meets, has proved to be in some degree controversial and has evoked some strong opinions pro and con. The Board itself is not in unanimous agreement with respect to the matter, and therefore it makes no recommendation at this time. It hopes the members will express themselves freely at the appropriate time.

The Board wishes to thank you for your loyal support during the past year, and pledges its continued efforts in your behalf during the remainder of its term.

Respectfully submitted,
For the Board of Directors,
ALFRED ALLEN,
Secretary-General

(Upon motion of Mr. C. C. Kleber, seconded by Major John F. Brady, the adoption of the report was voted ananimously.)

REPORT OF THE LEGISLATIVE COMMITTEE

* PETER J. SALMON, *Chairman*
Executive Director, Industrial Home for the Blind, Brooklyn, New York

The year since our last convention in Boston has been a very active one for your committee for we have had to be at work either in the preparation, perusal, or review of legislation throughout most of this year. Your chairman wishes to offer his sincere thanks not only to all of the members of the Legislative Committee and AAWB who have offered their assistance throughout the year, but in particular, to the American Foundation for the Blind for its wholehearted cooperation and its assignment of Mr. Hulen Walker who has worked very closely with the committee and for the generous use of its facilities through the Secretary-General of the AAWB, Mr. Alfred Allen. Mr. Robert Barnett's decision to issue the new bulletin has also been most helpful as it has made it possible for us to keep the members of the AAWB informed of the developments in legislative information.

So that this report will be as brief as is possible, we will limit our discussion to those legislative matters of most immediate and profound influence upon work for the blind now before Congress or recently passed by Congress.

1. *Postal Rates*

The amendments to postal rates, making it possible to ship Braille writers and other aids to the blind at a lower postal rate, reported upon at our last convention have

* Visually Handicapped.

since been enacted into law and needs no further comment here (Phillips Bill H. R. 3637).

2. *Federal Bureau of Services for the Blind*

H. Con. Res. 63 and S. Con. Res. 43 is a joint resolution which implements the resolution passed by the AAWB at its 1948 convention and has been before Congress for some time. Hearings have been called for study of the resolution but have been cancelled. We are anticipating that they will be reopened later. Your committee will continue to urge the passage of this resolution.

3. *Transfer of OVR to the Office of Education, the Department of Labor, or other Departments of Government*

As directed by the 1948 convention, your committee has continued to watch for efforts to transfer the Office of Vocational Rehabilitation to other departments of Government and has in fact presented its opposition to two measures designed to accomplish this end. The American Foundation for the Blind, through Dr. Helen Keller, has also assisted in this opposition by direct appeal to the President. We are happy to report that the probability of any transfer from the Security Administration now seems more remote.

4. *Reduced rates for air transportation*

We are sorry to report that there seems to be no possibility of securing reduced rates for air transportation for the blind this year. We shall, however, continue to watch for an opportunity to begin discussions again with the Air Transport companies and their associates.

5. *Amendments to Social Security Act*

The AAWB and your committee have both been deeply concerned with amendments to two sections of the Social Security Act—Title 2 (Old Age and Survivors Insurance) and Title 10 (Aid to the Blind). We have been very active on both of these matters during the past year. By this time, you have all become familiar with H. R. 6000 which is the omnibus amendment to the Social Security Act passed by the House in 1949 and with some changes, by the Senate in 1950. This has been reported in the press and, as it affects us particularly, in the Foundation bulletin. There seems to be outstanding support for this measure in both Houses of Congress and there is every probability that it will pass this summer.

Amendments to Title 2 which affect us, will bring under OASI coverage all privately operated non-profit agencies for the blind. You will recall that the resolution passed by the AAWB convention in Boston in 1949 directed your Legislative Committee to press for compulsory coverage. Voluntary coverage has now been written into the Act as indicated above. We are sorry to report, however, that the disability features in which your committee has also been interested, were rejected by the Senate and unless these are restored by a joint committee of the House and Senate, nothing more can be done this year. Your committee has requested the American Foundation for the Blind to have Dr. Irwin continue his efforts to have disability for the blind written into the Act and work toward this end has been carried forward.

The most intensive work of the committee over the past year has been concerned with amedments to Title 10 and we are happy to report that the amendments suggested in the Senate version of H. R. 6000 are possibly the most liberal that we could have anticipated for the blind. The House amendment is essentially a compromise arrived at by your committee and the Social Security Administration, through its chairman, Dr. Altmeyer. The Senate has liberalized this proposal to some extent and its version may prevail in the Joint Committee of the House and Senate. This version of the proposal will after July 1, 1952, make it mandatory upon the States in determining the budget of recipients of Public Assistance, to disregard the first $50.00 of earned monthly income in setting up any budget. Most important to all of us is our success in retaining Title 10 as a separate title for the Blind.

6. *Work Opportunities for the Blind Act*

Your committee has spent a great deal of time in 1950 in the study of new legislative proposals reported on briefly at last year's convention. There have been three measures

before Congress concerned with amending Public Law 113. All three expand the services of OVR tremendously, one of them presented by the Federal Security Agency itself (H. R. 5577—S. 2273), and the other two designed to transfer the OVR to the Department of Labor and to change its structure and emphasis from that of rehabilitation to that of placement. H. R. 3095 (S. 1066) commonly known as the Strachan bill, was prepared and presented by the Federation for the Physically Handicapped and H. R. 7801 (S. 3465) was prepared and presented by the Department of Labor itself. Since all of these bills in effect destroy categorical service for the blind, your committee has found itself, although in sympathy with the purposes of these bills as far as the physically disabled were concerned, compelled to oppose them as they related to services for the blind and rather than have this opposition harm or destroy any of the present functions of Public Law 113 as it related to the blind, we felt that we must write our own amendments to Public Law 113 assuring the blind of special and complete care. With the help of the American Foundation for the blind, through its attorney Mr. Leonard Calhoun, your committee had several conferences and finally prepared a measure later presented by Mr. Ives (S. 3592) and Mr. Keogh (H. R. 8689), which in effect protects the categorical status of the blind under Public Law 113 and expands the program offering greater work opportunities for the blind of the country. It also amends Public Law 732 (Randolph-Sheppard Act) broadening the areas in which stands may be located and establishing a uniform definition of blindness.

We believe that this measure represents a broad view which the entire membership of the AAWB will support and we are asking the Resolutions Committee to present to you a resolution calling for your confirmation and approval of this Act (copy of the Act itself is attached to this report).

7. Miscellaneous

There have been several additional bills which your committee took action upon.

One is H. R. 7403 presented by Representative Douglas which would make a grant of aid to the blind free of the restriction requiring relatives to contribute to the support of such recipients. Although it is unlikely that this bill will have consideration at this time, your committee has moved to support it.

The second series of measures—H. R. 7396, Mr. Kelley, H. R. 7400 Mr. Wood, and S. 3102 Mr. Hill—are all concerned with aid to physically handicapped children. At the March meeting of your committee it was decided to ask Mr. Walker and Miss Gruber to make a study of these bills and report back to the committee at a later date.

Another measure, H. R. 7324 presented by Mr. Boggs, concerned with an income tax exemption for taxpayers supporting a blind dependent or dependents, was reviewed by your committee which moved to support this measure. This action will be begun when hearings are called.

Respectfully submitted,
Alfred Allen
Lon Alsup
R. E. Barrett
James Buckley
Francis J. Cummings
Jos. Billy Delbridge
Francis B. Ierardi
Robert B. Irwin
Mrs. Lee Johnston
Roy Kumpe
William Ratchford
Byron M. Smith
Hulen Walker
Peter J. Salmon, *Chairman*
AAWB Legislative Committee

(Upon motion, duly seconded, it was voted unanimously to approve the report.)

A BILL

To increase the opportunities of blind persons for employment, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Work Opportunities for the Blind Act".

Purpose

Sec. 2. The purpose of this Act is to assist the States in financing expanded State

programs of vocational rehabilitation of, and development of economic opportunities for, blind persons and in supplementing such programs by the addition of other services needed to encourage and assist blind persons in becoming self-reliant and in engaging in remunerative work to the full extent of their capacities.

Vocational Rehabilitation Grants

Sec. 3. (a) Funds appropriated pursuant to the Vocational Rehabilitation Act for grants to States for carrying out approved plans for vocational rehabilitation of blind persons shall also be available for carrying out supplements to such plans, prepared by the State agency administrating the part of the State vocational rehabilitation plan under which vocational rehabilitation is provided the blind and approved by the Federal Security Administrator as feasible and within the purview of section 2 of this Act.

(b) Appropriations for grants to States for vocational rehabilitation are authorized only to the extent that the respective amounts to be available—

(1) for vocational rehabilitation of, and other services and business opportunities for, blind individuals under State plans and supplements thereto approved pursuant to subsection (a), and

(2) for vocational rehabilitation of, and other services to, individuals other than blind individuals under the Vocational Rehabilitation Act, are specifically set forth in the Act making the appropriation and are to be available exclusively for the purpose so specified.

(c) In lieu of payments to each State of amounts equal to the total of expenditures specified in clauses (1) and (4), and one-half the total of expenditures specified in clauses (2) and (3), of subsection (a) of section 3 of the Vocational Rehabilitation Act, payments with respect to vocational rehabilitation and other services to the blind shall be made with respect to periods after June 30, 1955, of amounts equal to two-thirds of the sum expenditures specified in clauses (1), (2), (3), and (4) of such subsection and of expenditures, including administrative expenses, in providing other services and business opportunities under supplementary plans approved pursuant to subsection (a) of this section, subject to limitations prescribed in section 4 hereof, and for the period July 1, 1951, through June 30, 1953, of amounts equal to four-fifths of such expenditures, and for the period July 1, 1953, through June 30, 1955, of amounts equal to three-fourths of such expenditures.

Limitations on Expenditures

Sec. 4. State expenditures with respect to which Federal grants are made pursuant to section 3 of this Act shall not include—

(1) Any expenditure with respect to any blind individual who has not attained the age of 16;

(2) Any portion of expenditures in excess of $1,500, for occupational tools and equipment, initial stocks and supplies of similar items, and shelters therefor, title to which is given a recipient;

(3) Any expenditure for the acquisition or improvement of vending stands, workshops, or other facilities providing employment opportunities, vocational rehabilitation, or other services for the blind, except where it is shown to the satisfaction of the Federal Security Administrator that title thereto shall remain vested in the State and that such facilities shall be utilized solely for the purpose of providing the blind vocational rehabilitation and other services under the State plan and supplements thereto approved pursuant to this Act;

(4) Any expenditures for the acquisition of real estate; *Provided,* That this limitation shall not apply to shelters referred to in paragraph (2) or facilities whose purpose, title, and use meet the conditions of paragraph (3) of this section;

(5) Any expenditures for facilities or services which the Federal Security Administrator finds would duplicate facilities or services already locally available and adequate.

Amendments to Randolph-Sheppard Act

Sec. 5. The Act of June 20, 1936, is hereby amended as follows;

(a) The first section of such Act is amended by striking out the phrase "in any Federal building" and inserting in lieu thereof the phrase "on any Federal property".

(b) Clause (1) and clause (4) of section 2 (a) of such Act are each amended by striking out the phrase "in Federal and other buildings" and inserting in lieu thereof the phrase "on Federal and other properties".

(c) Said clause (4) is further amended by striking out the phrase "for each building" and inserting in lieu thereof the phrase "for each property", and by striking out the phrase "twenty-one years of age" and inserting in lieu thereof the phrase "sixteen years of age".

(d) Section 2 (b) of such Act is amended by striking out the phrase "in a Federal building" and inserting in lieu thereof the phrase "on a Federal property".

(e) Section 2 (b) of such Act is further amended, and section 2 (c) of such Act is also amended by striking out in each the phrase "of the building" and inserting in lieu thereof the phrase "of the property".

(f) Section 6 of such Act is amended by striking out paragraph (b) thereof, and in lieu thereof inserting the following:

"(b) The term 'blind person' means a person having not more than 20/200 visual acuity in the better eye with correcting lenses, or visual acuity greater than 20/200 but with a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than twenty degrees. Such blindness shall be certified by a duly licensed physician skilled in the diseases of the human eye.

"The term 'Federal property' means buildings, land, or other property owned, leased, or occupied by the Federal Government, and buildings and other property owned, leased, or occupied by the government of the District of Columbia or of any Territory or possession of the United States."

Definition of Blind

Sec. 6. As used in this Act, the terms "blind persons", "the blind", and "blind individual" mean "blind person" as defined in the Act of June 20, 1936, as amended by this Act.

REPORT OF THE NECROLOGY COMMITTEE

* HULEN C. WALKER

Legislative Analyst, American Foundation for the Blind, New York, N.Y.

We have now reached the hour in our busy Convention activities when we are reminded of certain devoted co-workers who will never again sit in our midst. With saddened hearts we remember that, over the years, they have been faithful workers and that some of them regularly attended these sessions. Their many accomplishments will remain as shining examples of what we, the living workers for the blind, must strive to emulate. We, too, will some day join the caravan into the Great Beyond, but while here we shall cherish the memory of the faithful workers who have gone before us and shall hold high the standards which they so faithfully carried. Among those who have passed on since we last met are:

Dr. Edward E. Allen
Mr. Benjamin Berinstein
Mr. S. W. Brown
Mr. Howard B. Burritt
Mr. Thomas Reed Corr
Dr. Lewis H. Carris
Mr. Frank L. Goodrich
Dr. Harry S. Gradle
Miss Margaret L. James
Mr. Ross M. Koen
Dr. John Archibald Marquis
Mrs. Margaret Moeller
Mr. Francis C. Myers
Mr. Francis E. Palmer
Professor David D. Rees
Miss Julia Roeske
Miss Ella E. Skirven
Dr. J. Francis Smith
Miss Florence Starkey
Mr. Gideon J. Tancrell
Professor C. Walter Wallace
Mr. Jarvis C. Worden
Miss Minnie Woodroffe

Dr. Edward E. Allen died April 14, 1950. Dr. Allen started his long career in work for the blind by teaching in England. Later

* Visually Handicapped.

he became Director of the Pennsylvania Institute for the Instruction of the Blind in Philadelphia, and still later Director of Perkins Institution and Massachusetts School for the Blind. Dr. Allen contributed as much to the education of the blind in his long career as any other educator of our period. To those who knew him he was friend, counselor and instructor.

Benjamin Berinstein passed away on February 22, 1950, while actively carrying on his duties as instructor in the social sciences at the New York Institute for the Education of the Blind. He will long be remembered by his many friends for his untiring efforts in behalf of his fellow blind.

S. W. Brown passed to his reward in January, 1950. He had faithfully carried out his duties as industrial teacher at the Colorado School for the Deaf and the Blind for a period of forty years.

Howard B. Burritt, who recently passed on, will be remembered by his many friends and by the many friends of his illustrious father who was for several years connected with the Overbrook School for the Blind.

Thomas Reed Corr passed away on March 18, 1950, at the age of eighty-seven. For many years he was a teacher in the Oklahoma School for the Blind where his Christian philosophy was instrumental in shaping and guiding the lives of many students in the school for the blind. He was held in the highest esteem and was active to the end in community and church work.

Dr. Lewis H. Carris died during the spring of 1950. Dr. Carris was one of the pioneers in the prevention of blindness and was at his death Director Emeritus of the National Society for the Prevention of Blindness and had served as a member of the New York Commission for the Blind as well as many other organizations interested in work for the blind and prevention of blindness.

Frank L. Goodrich died on November 2, 1949, thus ending a career of more than twenty-five years as instructor in piano tuning at the Michigan School for the Blind. Mr. Goodrich also served his State Association of Workers for the Blind in different capacities, at one time being Treasurer of the organization.

Dr. Harry S. Gradle recently passed on, in May, 1950. He was for many years active in the prevention of blindness, serving as a consultant to the National Society for the Prevention of Blindness, and at one time as President of the Illinois Society for the Prevention of Blindness. A few years ago, at the Pan-American Conference of Ophthalmologists, Dr. Gradle received a gold medal for his outstanding work in prevention of blindness.

Miss Margaret L. James died on February 17, 1950. She was for many years connected with the Western Pennsylvania School for the Blind, having retired from this position in 1942. She will be remembered by the staff of the school as well as many alumni of that institution.

Ross M. Koen died in February, 1950. Mr. Koen was a member of the American Association of Workers for the Blind and will be remembered as a faithful worker in behalf of his fellow blind in Wisconsin.

Dr. John Archibald Marquis passed away on March 23, 1950. This ended a career of forty-nine years as physician at the Ontario School for the Blind, where he succeeded his father who had held the same position. He will be remembered by a host of friends as a man who gave untiringly far beyond the call of duty.

Mrs. Margaret Moeller passed away during July 1949. She had for several years served in the capacity of secretary of the Prevention of Blindness Department of the Canadian National Institute, Toronto. She was an untiring worker and is missed by her many friends and associates.

Francis C. Myers, of Baltimore, Maryland, passed away on October 20, 1949. He was a graduate of the Peabody Conservatory of Music and for several years director of music at the Maryland Workshop for the Blind. His talent as a music teacher is greatly missed by his many friends in Baltimore.

Francis E. Palmer passed away on May 30, 1950, completing a long life of educational service to the blind, having been for many years Superintendent of the Iowa College for the Blind. He also served as President of the American Association of Instructors of the Blind.

Professor David L. Rees recently passed on. He was editor of the Christian Braille

Magazine for more than twenty years. Professor Rees will be missed by many braille readers.

Miss Julia Roeske died on December 30, 1949. Miss Roeske will be remembered by her many friends in Connecticut and elsewhere as a talented pianist and instructor in music. She was a graduate of the New England Conservatory of Music and was for many years instructor in music at the Connecticut School for the Blind. In later years her activities were confined to private instructions in music.

Miss Ella F. Skirven died on April 8, 1950. She was for ten years housemother in various cottages at the Maryland School for the Blind. She was loved and respected by the many students who passed in and out of the cottages under her supervision. She will be missed by many, but never forgotten.

Dr. J. Francis Smith died in Philadelphia on December 28, 1949. Dr. Smith, an American, was a World War I veteran of the Canadian Army and received his early training as a blinded individual at St. Dunstan's. At the time of his death he was Professor Emeritus of Neurology and Psychiatry at the Philadelphia College of Osteopathy.

Miss Florence Starkey died on September 14, 1949, completing a period of useful service which will be remembered by the many students in her classes at the Ohio State School for the Blind.

Gideon J. Tancrell died on October 18, 1949. He was President of the Rhode Island Federation of the Blind and had been very active in its organization.

Professor C. Walter Wallace of Philadelphia, Pennsylvania, passed away recently at the age of seventy-seven. He was an outstanding musician, teacher, pianist, organist, choir director and composer.

Jarvic C. Worden, who passed away recently, was Executive Secretary of the Rhode Island Association for the Blind in Providence. He was an untiring worker on behalf of his fellow blind in Rhode Island.

Miss Minnie Woodroffe died on August 20, 1949. Miss Woodroffe's death was a great loss to the blind of Colorado where she had for several years been Instructor of Music at the State School, and formerly an instructor of music in the Idaho School for the Blind. She was conscientious and untiring in her efforts to assist her students to attain the highest degree of perfection.

Respectfully submitted,
Joseph Jablonsky
Irene E. Jones
HULEN C. WALKER, *Chairman*

(Following the reading of the report, the convention stood for one minute in silent tribute to our departed comrades.)

REPORT OF THE TREASURER

*LEMONT HACKETT, *Treasurer, A.A.W.B.*
Supervisor, Home Service Department, Maryland Workshop for the Blind, Baltimore, Maryland.

Report for Period

July 1, 1949 thru June 30, 1950

Cash balance in bank July 1, 1949			$1436.20
U. S. Series G. Bonds (20)			2000.00
Total cash and bonds			3436.20
INCOME			
Membership dues			
1949	$ 455.00		
1950	3105.00	$3560.00	
Home Teachers' Certf. fees		4.00	
Sale of Proceedings		183.00	
Advertisements in Proceedings		180.00	
Bal. from Prof. Stand. Com.		4.12	
Visitors' Registration fees		137.00	
Interest on G. Bonds		50.00	
Total Income			4118.12
Total Cash Resources and bonds			7554.32
DISBURSEMENTS			
Convention Expense			
1949	$ 47.00		
1950	42.77	$ 89.77	
Honorarium		100.00	
Printing & Stationery		250.10	
Secretary General's Salary		600.00	
Legislative Committee Expense		30.00	
Corporate Membership		50.00	
Shotwell Fund Memorial Awards		300.00	
Printing of Proceedings		1640.64	
Mimeographing Expense		4.80	
Total Disbursements			3065.31
Balance			$4489.01
Cash balance in bank June 30, 1950			$2489.01
20 Series G. bonds			2000.00
Total Resources			$4489.01

Respectfully submitted,
LEMONT HACKETT,
Treasurer.

(Upon motion of Mr. William S. Ratchford, duly seconded, the adoption of the report was voted unanimously.)

* Visually Handicapped.

REPORT OF THE BOARD OF CERTIFICATION OF HOME TEACHERS

*MURRAY B. ALLEN, *Chairman*
Executive Secretary, Utah Commission for the Blind, Salt Lake City, Utah

The Board of Certification of Home Teachers submits to the Convention of the American Association of Workers for the Blind, assembled in Salt Lake City in July 1950, the following list of Home Teachers who have completed all requirements for certification and are therefore entitled to receive the diploma of your Association.

Class II.

Miss Rose Terry, Flint, Michigan

Class I.

Miss Ann Catherine Boyer, Gap Pennsylvania
Miss Ruth Brackney, Des Moines, Iowa
Miss Betty Cobb, Philadelphia, Pennsylvania
Mrs. Frances Hyatt Dickinson, Roackaway, New Jersey
Miss Alice Kroeger, Philadelphia, Pennsylvania
Mrs. Eva Laurich, Kinney, Minnesota
Miss Olga Oen, Philadelphia, Pennsylvania
Mrs. Mildred Rickman, Springfield, Missouri

Since the first award of certificates in 1945, the Board has awarded Certificates as follows:

Class II	7
Class I	95
Service Certificates	52 (*concluded*)
Total	154

Respectfully submitted,
Gwen Hardin
Berthold Lowenfeld, *Secretary*
MURRAY B. ALLEN, *Chairman*

(Mr. Murray B. Allen, seconded by Major John Brady, moved the adoption of the report and it was voted unanimously.)

REPORT OF RESOLUTIONS COMMITTEE

*FRANCIS J. CUMMINGS, PH.D., *Chairman*
Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Having carefully considered all resolutions submitted, to assure that none were in conflict with our Constitution and By-Laws, we now present the following resolutions for your consideration. There were several resolutions submitted to us which we are not submitting to you but which have been discussed with those who offered them with the thought that the matters suggested might be handled in a more advantageous way. Of those which we present, we recommend the adoption of the first nine, but for various reasons there may be some opportunity to discuss, we do not favor the adoption of resolution 10. The resolutions follow:

I

Whereas, Through the courtesy of many individuals and organizations, this twenty-fourth convention of the American Association of Workers for the Blind has been one of the most outstanding in so many respects as one which will linger long in our memories as interesting, profitable, and entertaining,

Therefore, be it resolved by this Association in convention assembled in Salt Lake City, Utah, this fourteenth day of July, 1950, that our thanks and sincere appreciation be extended to all those who have contributed toward this most enjoyable gathering. We regard with particular good will the management and staff of the Hotel Utah, and Mr. Henry Aloia of their staff, for their most understanding and courteous consideration, accorded us in countless ways. For their aid in our early planning and subsequent conduct at the convention, we are grateful to the Salt Lake City Chamber of Commerce, and to Mrs. Winifred P. Ralls, Manager of the Convention Bureau, as well as to members of that staff who assisted in our registration. We express also our thanks to the Junior League and to the Boy Scouts and Girl

Scouts who have given untiring service to us all throughout the week; to the staff of Radio Station KSL for the delightful entertainment furnished during our banquet; to the members of the Salt Lake City Federated Musicians; to the members of the press who have given us such excellent coverage throughout the convention; to the Craft Class of the Blind Women of Ogden, the Kennecott Copper Company, and the Royal Crystal Salt Company, for the interesting souvenirs furnished at our banquet; to the Salt Lake City Lions Club for their generosity in furnishing the printed program, to the National Braille Press, Inc., of Boston, for their courtesy in furnishing the braille programs; to the Gray Line for their special price concessions to our membership in connection with the tours of Salt Lake City; to Mr. George Albert Smith, President of the Church of Jesus Christ of Latter Day Saints, and his associates for their countless acts of thoughtfulness and courtesy; to the Honorable Earle J. Glade, Mayor of Salt Lake City; and above all to Mr. and Mrs. Murray B. Allen, our hosts, to the Utah Commission for the Adult Blind, and to the members of the Hospitality Committee for their untiring efforts to provide for our every comfort and convenience throughout this most delightful and outstanding convention.

II

Resolved That the members of the American Association of Workers for the Blind, in convention assembled at Salt Lake City, Utah, July 14, 1950, reiterate their belief in and support of the principle of integrating blind persons into the society of which they are a part, utilizing insofar as is possible the specialized services offered by agencies for the blind and by the rehabiliation services established for the blind, as distinct from services for other handicapped.

III

Whereas, It is our considered opinion that a very considerable amount of interest has been aroused in various areas throughout the United States and Canada relative to the professional status, activities, and problems of blind musicians and piano tuners; and

Whereas, It would appear that the time is opportune to capitalize on this interest through the active cooperation and assistance of an organization which is national or international in its scope;

Be it Resolved, That we, the members of the American Association of Workers for the Blind earnestly request the American Foundation for the Blind, Inc. to take those steps which will make it possible to accomplish the following objectives:

A. To compile an authentic mass of reliable data listing the number of professional musicians and piano tuners gainfully employed, plus the nature, scope, etc. of their activities;
B. To awaken organizations working for the blind throughout the United States and Canada to the opportunities available to blind musicians and tuners who have achieved the necessary professional status;
C. To inform the public through every feasible channel of the ability of blind musicians and tuners to serve the public efficiently, and with credit both to themselves and their profession;
D. To collaborate with organizations and individuals with a view to suggesting practical plans of procedure which, if followed, might result in the securing of gainful permanent employment.

IV

Resolved, That the President of the American Association of Workers for the Blind convey to Mr. Earl C. Morgan, Director of Services for the Blind in Tennessee, appreciation and congratulations for his achievement in ranking Tennessee as the No. 1 state for new memberships in 1950, together with appropriate expressions of regret that it was not possible for Tennessee to be represented at the Convention.

V

Whereas, The American Association of Workers for the Blind, and the American Association of Instructors of the Blind have from time to time considered in their respective conventions the need of cooperation on problems common to both of them; and

Whereas, A joint Findings Committee with a combined membership from both associations considered this problem and made certain recommendations; and

Whereas, Cooperation between the two professional groups can be improved;

Be It Resolved, That the President of the American Association of Workers for the Blind renew negotiations with the President of the American Association of Instructors of the Blind; and

Be it Resolved, That a copy of this resolution be transmitted to the President of the American Association of Instructors of the Blind; and

Be It Further Resolved, That a report on the outcome of such negotiations, if agreed to, be presented to the next general conference of our association.

VI

Whereas, It is the consensus of the AAWB in convention assembled that despite the worthy purposes of H.R. 5577, it does not serve the blind of the United States to their advantage,

Be It Therefore Resolved, That the draft prepared by its Legislative Committee now known as the "Work Opportunities for the Blind" Act (Ives S. 3592 and Keogh H.R. 8689) contains proper safeguards and expansion of services now available to the blind and is hereby approved by this convention as representing its point of view and the Legislative Committee is hereby directed to pursue a policy designed to promote the passage of this Bill.

VII

Whereas, Certain persons and publications have engaged in very excellent reporting of the development of work for the blind,

Be It Resolved that the Board of Directors of the A.A.W.B. commend Mr. Herbert Yarhaes and Colliers Magazine for outstanding service in furthing public relations in work for the blind in having written and published three articles in Colliers Magazine during the month of April 1950, concerning the achievements of Joseph F. Clunk, Colonel E. A. Baker, and O. E. Day, in developing work for the blind.

VIII

Whereas since the advanced training courses held in Dayton, Ohio, and Kansas City, Kansas, in January and February 1950 were the direct result of a resolution passed by the A.A.W.B. in convention assembled in St. Paul, Minnesota, in July 1948,

Be It Resolved that the Board of Directors of the A.A.W.B. forward to the Office of Vocational Rehabilitation, Washington, D.C., a letter conveying the appreciation of those employment counselors who attended these advanced training courses, and

Be It Further Resolved that the membership of the A.A.W.B. respectfully request that favorable consideration be given to making these courses a permanent and regular in-service training procedure, with facilities available to all employment counselors for the blind in the United States.

IX

Whereas, It is desirable that technical developments in the production of braille in North America should be studied and coordinated by this Association, and,

Whereas, This Association should be prepared in all possible instances to support and cooperate with any agency of the United Nations concerned with the standardization of braille throughout the world, and with any other groups and organizations concerned with these matters here and abroad, and,

Whereas, Stereotypers, transcribers, and proof readers work without benefit of authoritative uniform interpretation of the rules of braille, with the result of continuing multiformity in the braille literature of North America, and,

Whereas, This Association is desirous of promoting the use of tactile print wherever any such tactile system may prove useful,

Be It Resolved, that a JOINT UNIFORM BRAILLE COMMITTEE of six members be established by the American Association of Instructors of the Blind, and the American Association of Workers for the Blind, with three members to be appointed by each of these associations, whose duties and functions shall be to consult, study, and make appropriate recommendations toward the

promotion and increased facility of tactile reading, including not only literary notation, but also such technical forms of braille as music, mathematics, and science.

(Following the reading of the nine resolutions which appear above, Mr. Arthur V. Weir moved their adoption, Mr. C. C. Kleber seconded the motion, and it was voted unanimously.)

X

Resolved that The American Association of Workers for the Blind hold their annual meeting between October 1 and June 1.

(This resolution was debated at some length. It was pointed out that it would not seem wise to restrict the AAWB in any such way as might through the fixing of arbitrary dates for annual conventions make it impossible for School Superintendents, Instructors, or other important groups of workers for the blind to attend, and especially if we are to look forward in the future to possible joint or consecutive meetings with the AAIB, in an effort to work together more closely. A motion to adopt, offered by Mr. M. Robert Barnett, and seconded by Major John F. Brady, was overwhelmingly defeated. Thereupon, Dr. Cummings moved the adoption of the report of the Resolutions Committee as presented, and Dr. Lowenfeld seconded the motion, which was voted unanimously.)

RESOLUTION FROM THE FLOOR

The following resolution was offered from the floor by Major John F. Brady, Mr. George E. Keane and Mr. Harry J. Spar, all members of the staff of the Industrial Home for the Blind, Brooklyn, New York:

Whereas the annual convention of the A.A.W.B. is the most important single source for the dissemination of accumulated information and experience in the field, and

Whereas the field has evolved into so many areas of specialization as to make fruitless efforts to fully summarize and review all of the work of the field within the general assembly,

Be It Resolved that the Program Committee study the feasibility of planning the next program on the basis of a modified version of the Oxford Conference procedure so that workers within each area of specialization will have an opportunity to discuss fully all of the developments related to their special interests and so that the General Assembly may receive a summary of these discussions and the recommendations of the special groups as to the action that may be required of the General Assembly.

(After some discussion, it was voted to refer this matter to the Program Committee responsible for the 1951 program, for its consideration and decision.)

BUSINESS MEETING

The meeting opened with a Report of the Board of Directors, followed by reports from the Necrology Committee, the Treasurer, the Board of Certification of Home Teachers of the Blind, and the Resolutions Committee, all of which reports appear elsewhere.

CONSTITUTIONAL AMENDMENTS

The convention next considered proposed amendments to the Constitution, due notice of which had been submitted to the membership previously, in accordance with the provisions of the Constitution, and following their consideration by The Board of Directors, which sanctioned their submission at a meeting held in Chicago in December 1949. The first of the proposed amendments was to divide Group B (Rehabilitation specialists) into two groups to give separate identity to Business Enterprise specialists, with representation on the Board. After discussion, Dr. Berthold Lowenfeld moved the adoption of the proposed amendments to Articles III and V of the Constitution, Mr. J. Robert Atkinson seconded the motion, and it was carried unanimously. As amended these Articles now read as follows:

Note:—Additions or changes are in italics; deletions are in parentheses.

CONSTITUTION

ARTICLE III

Membership

Section 2. The membership of the Association shall be classified into the following groups:

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.

b. Rehabilitation specialists, placement agents and field officers for the blind, *except those engaged in business enterprise or stand programs.*

c. Home teachers and social workers other than home teachers engaged in work with the blind.

d. Lay and non-professional group. This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.

e. Executive heads of any Commission or Association doing statewide work for the blind.

f. Executive heads of national agencies for the blind and professional staff members.

g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.

h. Librarians for the blind, Administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.

i. Business enterprise and stand specialists.

ARTICLE V

Board of Directors

Section 1. There shall be vested in a Board of *fifteen* (fourteen) Directors the authority

to govern this Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall be composed of the elected officers of the Association, the immediately surviving Past President of the Association, and one member from each of the *nine* (eight) groups set forth in Article III, Section 2 hereof, who shall serve for four years, except that the Directors elected from the groups set forth in Article III, Section 2, Sub-Sections a through d, shall be continued for two years, with all subsequent elections for a term of four years, and all Directors elected from the groups set forth in Article II, Section 2, Subsections e through *i* (h), shall be elected for four years, and all subsequent elections under Article II, Section 2 hereof, shall be for a term of four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

* * * *

The remaining proposed amendments to the Constitution and By Laws were all designed to provide that for purposes of meetings, the United States be divided into three regions) East, Central and West) with annual regional meetings to be held except in the region in which the National Convention would be meeting. After considerable discussion as to the merits and disadvantages of such a proposal, Dr. Berthold Lowenfeld moved to table the proposal, the motion was duly seconded, and carried by a voice vote.

(The amended Constitution and By-Laws appear elsewhere.)

INVITATIONS FOR 1951 CONVENTION

Formal invitations were received by the Association for its 1951 meeting from Daytona Beach, Florida, Joplin, Missouri, New York City (also including invitation for 1952), and New Jersey (in the form of an open invitation to come any year). Columbus, Ohio, presented an invitation for 1952. Dr. Robert B. Irwin moved that the AAWB accept the invitation from Daytona Beach, and that we meet there in May, 1951. After discussion, Dr. Lowenfeld moved an amendment, referring the time of the meeting to the decision of the Board of Directors. The amendment was duly seconded by several members and was voted without opposition.

ADJOURNMENT

There being no other business, Mr. Francis B. Ierardi adjourned the convention at noon on Friday July 14th.

REGISTRATION STATISTICS

	Members	*Visitors*	*Total*
UNITED STATES			
Alabama	1	2	3
Arizona	3	4	7
Arkansas	9	1	10
California	13	16	29
Colorado	6	1	7
Connecticut	—	—	—
Delaware	3	—	3
District of Columbia	3	—	3
Florida	1	—	1
Georgia	—	—	—
Idaho	1	2	3
Illinois	10	5	15
Indiana	5	2	7
Iowa	1	—	1
Kansas	6	3	9
Kentucky	1	1	2
Louisiana	3	—	3
Maine	—	—	—
Maryland	5	—	5
Massachusetts	4	—	4
Michigan	3	1	4
Minnesota	1	—	1
Mississippi	1	—	1
Missouri	13	3	16
Montana	6	—	6
Nebraska	—	1	1
Nevada	1	—	1
New Hampshire	—	—	—
New Jersey	2	1	3
New Mexico	1	1	2
New York	26	5	31
North Carolina	6	—	6
North Dakota	—	—	—
Ohio	5	1	6
Oklahoma	4	—	4
Oregon	1	1	2
Pennsylvania.	8	2	10
Rhode Island	—	—	—
South Carolina	—	—	—
South Dakota	2	—	2
Tennessee	—	—	—
Texas	11	2	13
Utah	17	13	30
Vermont	1	—	1
Virginia	—	—	—
Washington	2	—	2
West Virginia	—	—	—
Wisconsin	1	—	1
Wyoming	2	2	4
CANADA			
Alberta	2	2	4
British Columbia	1	1	2
Manitoba	1	—	1
New Brunswick	—	—	—
Newfoundland	—	—	—
Nova Scotia	1	1	2
Ontario	10	3	13
Quebec	2	3	5
Saskatchewan	2	1	3
INDIA	—	1	1
	208	82	290

(Note: The above figures do not include a number of persons in attendance but not registered.)

CONSTITUTION AND BY-LAWS
OF
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted July 8, 1947, at Baltimore, Maryland
Amended July 22, 1949, at Boston, Mass
Amended July 14, 1950, at Salt Lake City, Utah

ARTICLE I

Name

This Association shall be known as The American Association of Workers for the Blind.

ARTICLE II

Purpose

The purpose of this Association shall be to render all possible assistance to the promotion of all phases of work for, and in the interests of, the blind and to the prevention of blindness throughout the whole of the Americas, the Territory of Hawaii, and the insular possessions of the United States.

ARTICLE III

Membership

Section 1. All persons in the Americas, in the Territory of Hawaii and in the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness shall be eligible to membership in this Association. Every applicant for membership shall be approved by two members of the Association in good standing.

Section 2. The membership of the Association shall be classified into the following groups:

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except those engaged in business enterprise or stand programs.
c. Home teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.)
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind, Administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business enterprise and stand specialists.

Section 3. Persons may be elected to honorary membership in the manner provided in the By-Laws.

Section 4. Any member may be declared to be not in good standing by a two-thirds vote of the members of the Association present and voting at any meeting, annual or special, or by a two-thirds vote of the Board of Directors, for cause, of which evidence

has been presented, which the Association or Board of Directors deem to be sufficient; and such members may be reprimanded, deprived of privileges of membership, suspended, or permanently dismissed, as may be determined by a two-thirds vote of those present and voting.

ARTICLE IV

Officers

The officers of the Association shall consist of a President, a First Vice-President, a Second Vice-President, a Secretary-General, and a Treasurer, all of whom shall be elected for a term of two years by the members of the Association in good standing. Voting shall be by means of a standing vote and the members shall remain standing until counted. The election shall take place not later than four o'clock in the afternoon on the next to the last day of the meetings in odd-numbered years, and said officers shall assume their duties at the conclusion of business on the last day of the meeting at which they are elected. An elected President shall not be eligible to succeed himself.

ARTICLE V

Board of Directors

Section 1. There shall be vested in a Board of fifteen Directors the authority to govern this Association by directing its polices and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall be composed of the elected officers of the Association, the immediately surviving Past President of the Association, and one member from each of the nine groups set forth in Article III section 2 hereof, who shall serve for four years, except that the Directors elected from the groups set forth in Article III, Section 2, Sub-sections a through d, shall be continued for two years, with all subsequent elections for a term of four years, and all Directors elected from the groups set forth in Article III, Section 2, Sub-sections e through i shall be elected for four years, and all subsequent elections under Article III, Section 2 hereof, shall be for a term of four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

Section 3. All groups under Article III, Section 2 hereof, shall elect their Chairman and Secretary at each meeting in odd-numbered years, who shall serve until their successors are elected and qualify on the last day of the meeting, as is provided in Article IV.

ARTICLE VI

Executive Committee

There shall be an Executive Committee consisting of the officers of the Association.

ARTICLE VII

Meetings

Section 1. There shall be an annual meeting of the Association held at such time and place as may be determined by the members at the annual meetings. Notice of same shall be sent out by the Secretary-General at least thirty days prior to the meeting. The time and place for the annual meeting may be changed by the Board of Directors if for good and sufficient reasons it becomes necessary.

Section 2. Upon the request in writing of not less than two-thirds of the members of the Association who at the time are in good standing, the Board of Directors shall order a special meeting to be held, and the Secretary-General shall send out notices thereof under the same conditions as are provided in the case of annual meetings in Section 1 of this Article.

ARTICLE VIII

Amendments

This Constitution may be amended by a two-thirds affirmative vote of those voting; provided however that the proposed amendment has been previously approved by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Secretary-General to each member at least thirty days before the vote is taken.

BY-LAWS

Membership

Section 1. Any eligible person living in the Americas, in the Territory of Hawaii or in

the insular possessions of the United States may make application for membership in the Association to the Secretary-General. Every applicant for membership shall be approved by two members of the Association in good standing. Annual dues shall be paid before the applicant can qualify as a member. Upon receipt of satisfactory information as to his major activity, each member shall be enrolled in the group in which he is entitled to membership by virtue of his position, occupation or interest. This procedure when completed will constitute membership in good standing. Any person may be elected an honorary member by the Association or Board of Directors, and have all the privileges of regular membership except that of voting.

Dues

Section 2. Five dollars ($5), the annual dues of membership in the Association, which shall include the annual meeting registration fee, shall be due on the first day of January of each year, beginning on January 1, 1949. Each member paying dues shall receive a copy of the current printed proceedings of the Association.

Officers

Section 3. Except as otherwise provided in these By-Laws, the duties of the officers shall be such as those prescribed in "Roberts Rules of Order, Revised 1943."

Section 4. Upon the disability, resignation or death of the President, the First Vice-President shall automatically become President for the unexpired term; he shall be eligible for election as President at the next election of Officers.

The Board of Directors

Section 5. At each meeting in odd-numbered years, the Board of Directors shall nominate from the membership the following officers: President, First Vice-President, Second Vice-President, Secretary-General, and Treasurer. Other nominations may be made from the floor. The President shall act as Chairman of the Board of Directors. Power shall be vested in the Board of Directors, in the interim between meetings, to take whatever action it may deem necessary for the government and direction of the Association. The Directors may fill vacancies on the Board for any unexpired term, by electing as a Director a member from that group represented on the Board by the Director whose place has become vacant.

Committees

Section 6. The Executive Committee shall consist of the Officers of the Association, and shall have charge of all matters delegated to it by the Board of Directors. An Auditing Committee of three members, none of whom shall be a member of the Board of Directors, shall be appointed by the President on the opening day of each meeting in odd-numbered years, to audit the accounts of the Treasurer and to report to the Association before the close of the meeting. All other Committees shall be appointed by the President and members shall serve at the pleasure of the President unless otherwise ordered by the Association or by the Board of Directors. Subject to the approval of the Board of Directors, such committees as may be appointed shall be empowered to sit with members of similar committees of the American Association of Instructors of the Blind, as members of such Joint Committees representing the American Association of Workers for the Blind and the American Association of Instructors of the Blind as may be constituted through parallel approval of the American Association of Instructors of the Blind.

Elections

Section 7. On the second day of each meeting in odd-numbered years the members of each group there present shall elect one of their own number to represent the group on the Board of Directors, and shall certify the result of the election to the Secretary-General in writing. The method of voting shall be as provided in "Roberts Rules of Order, Revised 1943." The Secretary-General shall furnish to each group a list of the members in good standing entitled to vote therein. No member shall be permitted to vote in more than one group.

Disbursements

Section 8. All income of the Association shall be received and receipted for by the

Secretary-General. He shall, not later than the fifteenth day of each month, pay over to the Treasurer all income received by him during the previous month, taking the Treasurer's receipt therefor. The treasurer shall keep the funds of the Association in some convenient bank approved by the President. All funds shall be paid out on voucher checks in form to be prescribed by the Board of Directors, signed by the Treasurer and counter-signed by the President or a Vice-President. The fiscal year shall be from July first through June thirtieth.

Parliamentary Authority

Section 9. This Association, except as otherwise provided in its Constitution and By-Laws, shall be governed in all its meetings by parliamentary law as contained in "Roberts Rules of Order, Revised 1943."

Quorum

Section 10. At any annual or special meeting of the Association one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Board of Directors, a majority of the Directors shall constitute a quorum.

Amendments

Section 11. These By-Laws may be amended at any annual meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved of by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Secretary-General to each member at least thirty days before the vote is taken.

MEMBERSHIP ROSTER

MEMBERSHIP ROSTER—1950

Key to Classifications

a. Executive heads of agencies doing city-wide county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind.
c. Home Teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.)
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind, administrative heads of publishing house for the blind and all others engaged or interested in publishing for the blind in any process.

Explanation of Symbols

*Visually Handicapped.
‡Present and registered at Salt Lake City Convention.
†Honorary Member.

*AARONSOHN, Rabbi Michael (d)
Hebrew Union College, 7637 Greenland Place, Cincinnati 37, Ohio.

ABEL, Miss Georgie Lee (f)
Educational Consultant, American Foundation for the Blind, 15 West 16th St., New York 11, N. Y.

‡*ADAMS, Charles (e)
Ass't Deputy Director, Department of Public Welfare, 628 E. Adams St., Springfield, Illinois.

‡ADAMSON, Mrs. Corinne (d)
Secretary-Treasurer, Utah Commission for the Blind, 309 East First South, Salt Lake City, Utah.

‡ALLEN, Alfred (f)
Assistant Director, American Foundation for the Blind, 15 West 16th St., New York 11, N. Y.

‡*ALLEN, Mrs. Alfred (d)
c/o American Foundation for the Blind, Inc., 15 West 16th St., New York 11, N. Y.

ALLEN, C. R. K. (g)
Superintendent, Halifax School for the Blind, Murdock Square, Halifax, Nova Scotia.

‡*ALLEN, Murray B. (e)
Executive Secretary, Utah Commission for the Adult Blind, 309 East First South, Salt Lake City, Utah.

‡ALLEN, Mrs. Elgiva (d)
1993 South Third East, Salt Lake City 4, Utah.

*AMES, William Donald (a)
Executive Director, Washington County Branch, Pennsylvania Association for the Blind, 254 North Main Street, Washington, Pennsylvania.

*ANDERSON, Dr. A. D. (d)
15 East Walnut Street, Herington, Kansas.

*ANDERSON, Mrs. Archibald B. (c)
Home Teacher, New Jersey Commission for the Blind, 1060 Broad Street, Newark 2, N. J.

‡*ANDERSON, Miss Dorothy K. (c)
Assistant Supervisor of Home Teachers, Pennsylvania State Council for the Blind, 1237 Market Street, Philadelphia, Pennsylvania.

‡*ANDERSON, Jesse (c)
Home Teacher for Society for the Aid of the Sightless, Church of Jesus Christ of Latter-Day Saints, 1164 21st St., Ogden, Utah.

ANDREWS, Francis M. (g)
Superintendent, Maryland School for the Blind, Overlea, Baltimore 6, Md.

‡*ATKINSON, J. Robert (h)
Vice-President & Managing Director, Braille Institute of America, Inc., 741 North Vermont Ave., Los Angeles 27, California.

‡ATKINSON, Mrs. J. Robert (d)
5427 Barton, Los Angeles 38, Calif.

*AVE-LALLEMENT, Frederick W. (a)
Executive Director, Columbia Polytechnic Institute for the Blind, 1808 H. St., N.W., Washington, D. C.

*BAER, Mrs. Doris Roepke (c)
Counselor for Adult Blind, State Department of Public Welfare, 2385 North Lake Drive, Milwaukee 11, Wis.

*BAKER, Aubrey (c)
Instructor, Adjustment Center, Arkansas Enterprises for the Blind, Inc., 2812 South Tyler Street, Little Rock, Arkansas.

‡*BAKER, Colonel E. A. (f)
Managing Director, Canadian National Institute for the Blind, 186 Beverly Street, Toronto 2B, Ontario.

BAKER, Miss Louise (b)
Senior Supervising Rehabilitation Counselor, New York State Department of Social Welfare,

Vocational Rehabilitation Service, 112 State Street, Albany, New York.

‡BANTA, Mrs. Lilyan W. (a)
Administrative Secretary, Industrial Home for the Blind, 520 Gates Avenue, Brooklyn 16, New York.

BARBER, Mrs. Juanita (d)
Stenographer, Department of Public Welfare, Rehabilitation for the Blind, 101 YMCA Building, Nashville, Tenn.

BARGATZE, Elmer F. (b)
Supervisor, Tennessee Business Enterprises for the Blind, Department of Public Welfare, 201 YMCA Building, Nashville, Tennessee.

‡BARKHAUSEN, Mrs. Kathryn C. (e)
Director, Division of Services for the Blind, State Department of Public Welfare, 322 State Capitol Annex, Denver 2, Colorado.

‡*BARNETT, M. Robert (f)
Executive Director, American Foundation for the Blind, 15 West 16th St., New York 11, New York.

*BARNHART, Robert H. (b)
Senior Supervisor, Vocational Rehabilitation of the Blind, 101 YMCA Building, Nashville, Tennessee.

‡*BARRETT, Miss Phyllis (b)
Junior Counselor for the Blind, Montana Welfare Department, Yellowstone County Welfare Office, Billings, Montana.

‡*BARRETT, R. Earl (a)
Superintendent, Pennsylvania Working Home for Blind Men, Inc., 3518 Lancaster Avenue, Philadelphia 4, Penna.

‡BARRETT, Miss S. Ruth (h)
Secretary, Work for the Blind, American Bible Society, 450 Park Avenue, New York 22, New York.

*BASS, Carl (d)
Budget Officer, Nashville Workshop for the Blind, 42nd & Charlotte Sts., Nashville, Tennessee.

*BAUGH, Miss Mildred (a)
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Assistant Director, American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

*WILBER, Dr. Louise (g)
Supervising Teacher, Arizona State School for the Blind and the Deaf, Tucson, Arizona.

‡WILCOX, Everett (g)
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WILKINS, Mrs. Nellie S. (b)
Assistant Supervisor, Sight Conservation, Tennessee Dept. of Public Welfare, 203 YMCA Building, Nashville, Tennessee.

*WILLETT, William H. (b)
Instructor—Piano Tuning, State Council for the Blind, 728 Wood St., Johnstown, Pennsylvania.

*WILLETT, Mrs. William H. (a)
Executive Director, Cambria County Branch, Pennsylvania Association for the Blind, 728 Wood Street, Johnstown, Pennsylvania.

WILLEY, Mrs. Roland E. (d)
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‡*WILLIAMS, Mrs. Grace (c)
Home Teacher, Joplin Association for the Blind, 2008 Empire Avenue, Joplin, Missouri.

‡WILLIAMS, Harold C. (b)
Supervisor, Home Industries for the Blind, State Department of Public Welfare, 299 13th Street, Helena, Montana.

*WILLIAMS, Mrs. Jean Stewart (c)
Home Teacher, State Department of Public Welfare, 414 W. 2nd Street, Little Rock, Arkansas.

*WILLIAMSON, Lindsey G. (b)
National Director of Employment, Canadian National Institute for the Blind, 186 Beverley Street, Toronto 2B, Ontario.

WILSON, Mrs. Eleanor A. (d)
Secretary, Association for the Conquest of Blindness, 745 Central Avenue, Kansas City, Kansas.

WILSON, Mrs. Henry V. P. (d)
Board Member of Delaware Commission for the Blind. Eastover Hills, Dover, Delaware.

*WILSON, Miss Phyllis J. (b)
Rehabilitation Technician, Veterans Administration, DX 3, Veterans Administration Center, Dayton, Ohio.

‡WILSON, W. Carl (e)
Administrative Assistant, North Carolina, Commission for the Blind, Box 2658, Raleigh, North Carolina.

WISE, Gerald E. (b)
Rehabilitation Specialist, Veterans Administration, Washington, D. C.

WOOD, E. J. (b)
Field Agent, Department of Public Welfare, Rehabilitation for the Blind, Smith Bldg., Cookesville, Tennessee.

‡WOOD, H. A. (e)
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†*WOOD, L. M.
President, Canadian National Institute for the Blind, 186 Beverley Street, Toronto 2B, Ontario.

*WOOD, Miss Theresa (c)
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‡*WOOD, W. S. (b)
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WOOLLY, J. M. (g)
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‡WORTS, Miss Grace (f)
Assistant to Managing Director, Canadian National Institute for the Blind, 186 Beverley St., Toronto 2B, Ontario.

WRENCH, Frank A. (b)
Chief, Rehabilitation Services for the Blind, Virginia Commission for the Blind, 3003 Parkwood Ave., Richmond 21, Virginia.

WRENCH, Mrs. Frank (d)
State Advisory Nurse, 3400 Moss Side Avenue, Richmond 22, Virginia.

‡*YEAMAN, Jack M. (e)
Acting Director, Division of Deaf and Blind, State Department of Education, Cheyenne, Wyoming.

‡*YOUNG, Miss Aletha L. (c)
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*YOUNGMAN, Richard W. (b)
Merchandising Representative, Florida Cooperative for the Blind, 918 Tampa Street, Tampa 2, Florida.

ZEWADSKI, Mrs. Irene (c)
Supervisor of Children's Services, Florida Council for the Blind, 918 Tampa Street, Tampa 2, Florida.

ZIBUNG, Emil E. (b)
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ZWIERZANSKI, William J. (f)
Electronic Research Engineer, American Foundation for the Blind, 15 West 16th St., New York 11, N. Y.

MEMBERSHIP, 1950

State	*New*	*Renewed*	*Total*
Alabama	6	1	7
Arizona	1	3	4
Arkansas	6	10	16
California	13	9	22
Colorado	1	5	6
Connecticut	11	2	13
Delaware	10	1	11
District of Columbia	11	5	16
Florida	28	19	47
Georgia	2	-	2
Idaho	1	1	2
Illinois	21	8	29
Indiana	6	1	7
Iowa	5	2	7
Kansas	6	4	10
Kentucky	3	-	3
Louisana	3	3	6
Maine	2	-	2
Maryland	14	1	15
Massachusetts	38	2	40
Michigan	5	2	7
Minnesota	6	-	6
Mississippi	1	1	2
Missouri	16	8	24
Montana	2	6	8
Nebraska	1	1	2
Nevada	-	1	1
New Hampshire	3	-	3
New Jersey	7	-	7
New Mexico	2	-	2
New York	70	9	79
North Carolina	8	1	9
North Dakota	1	-	1
Ohio	27	4	31
Oklahoma	2	4	6
Oregon	2	1	3
Pennsylvania	64	5	69
Rhode Island	5	1	6
South Carolina	1	-	1
South Dakota	1	1	2
Tennessee	6	43	49
Texas	12	13	25
Utah	5	12	17
Vermont	2	-	2
Virginia	13	-	13
Washington	1	3	4
West Virginia	2	-	2
Wisconsin	5	1	6
Wyoming	1	2	3
Canada	35	15	50
TOTALS	494	211	705

(Note. These figures do not include 1 Honorary Life Membership)

GROUP MEMBERSHIP

SECTION	A	95
	B	149
	C	131
	D	145
	E	55
	F	53
	G	45
	H	32
		705

DIRECTORY OF

NATIONAL AGENCIES FOR THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ALFRED ALLEN, *Secretary-General*

c/o American Foundation for the Blind, Inc.
15 West 16th Street, New York 11, New York

OFFICERS (1949-1951)

Francis B. Ierardi, Boston, Massachusetts, *President*
Roy Kumpe, Little Rock, Arkansas, *First Vice-President*
Arthur V. Weir, Toronto, Ontario, *Second Vice-President*
Alfred Allen, New York, New York, *Secretary-General*
Lemont Hackett, Baltimore, Maryland, *Treasurer*

Founded in 1895 as the Missouri National College Association, changed in 1896 to The American Blind People's Higher Education and General Improvement Association, the organization took its present name in 1905—the American Association of Workers for the Blind. The purpose of the Association is "to render all possible assistance to the promotion of all phases of work for, and in the interest of, the blind, and to the prevention of blindness, throughout the whole of the Americas, the Territory of Hawaii and the insular possessions of the United States."

All persons in the Americas, the Territory of Hawaii and the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness are eligible to membership in the Association. The membership is divided into nine sectional groups of specific interests for the purpose of representation on the Board of Directors of the Association, and for round-table discussions. The Association is maintained by individual membership dues of $5 annually payable in January. Annual conventions are held, usually in June or July. All members receive a printed copy of the published proceedings of conventions as well as a braille or ink-print subscription to *The Outlook for the Blind.*

The authority to govern the Association, by directing it policies and operations in all matters relating to the purpose for which it has been formed, is vested in a Board of fifteen Directors, composed of the five elected officers, the immediate Past President and one representative from each of the sections.

Various standing committees of the Association may work jointly with corresponding committees of the American Association of Instructors of the Blind, and with the American Foundation for the Blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

EGBERT N. PEELER, *Secretary-Treasurer*
% North Carolina School for the Blind and Deaf
Raleigh, North Carolina

OFFICERS (1950-1952)

F. E. DAVIS, Louisville, Kentucky, *President*
NEAL F. QUIMBY, PH.D., Alamogordo, New Mexico, *1st Vice-President*
JOHN C. LYSEN, Faribault, Minnesota, *2nd Vice-President*
EGBERT N. PEELFR, Raleigh, North Carolina, *Secretary-Treasurer*

EXECUTIVE COMMITTEE (1950-1952)

ROBERT H. THOMPSON, St. Louis, Missouri, *Chairman*
MRS. ALICE CHATFIELD, Columbus, Ohio
WILLIAM T. HEISLER, Staunton, Virginia
DONALD W. OVERBEAY, Vinton, Iowa
MISS JOSEPHINE TAYLOR, Newark, New Jersey
PRESIDENT AND SECRETARY, *ex-officio*

Founded in 1853 as the American Instructors of the Blind, the Association held its second meeting in 1871, and the next in 1872, at which time its name was changed to the present form. Meetings have been held biennially, with one or two exceptions, since that time, on the even years, usually in June. Conventions are usually convened at the various schools for the blind, on invitation, the time and place being determined by the Executive Committee. Membership is composed of representatives from the United States, its possessions, and Canada, as follows:

5 Delegates from each residential school for the blind—the President of the Board of Trustees of the school or some member elected by the Board, the Superintendent or other chief executive officer, and three teachers elected by the teachers of the school.

3 Delegates from each public school system conducting a class for the blind having an enrollment of 25 or more blind pupils—the President of the Board of Education or some other member elected by the Board, the Supervisor of Classes for the Blind, and one teacher elected by his fellow-teachers.

1 Delegate from each library for the blind, public or private, which numbers more than 50 borrowers.

Associate, honorary and corresponding members may be elected at any meeting of the Association.

The distribution of the Proceedings of the Association is made upon a pro rata basis arranged for in the By-laws, and the Executive Committee is directed to provide for the sale of additional copies at cost to members or others as desired, and for the gratuitous distribution to honorary and corresponding members, college and public libraries in the United States and Canada, institutions for the blind in foreign countries, and to such other organizations as in their judgment shall be so complimented.

The Association concerns itself with all problems relating to the education of the blind. In addition to its deliberations at the biennial conventions of the whole Association, special committees engage in constant research in such fields as Braille, vocational guidance, teacher certification, school curricula, etc. For the benefit of those teachers who find it difficult to travel immense distances to the general meetings, it is hoped that regional meetings on the odd-numbered years may be arranged.

AMERICAN BIBLE SOCIETY

450 Park Avenue, New York 22, N. Y.

The American Bible Society has been supplying the Bible to the Blind for over a century, beginning in 1835 with the publication of the Bible in the Line Letter system—the first Bible printed for the sightless.

For those who receive the Word of God through their fingertips or through the Talking Book, the Society stretched out its arm a little further in 1949. Distribution of the Scriptures to the Blind was the largest in the Society's history, surpassing 1948 which had been a record year.

The Society offers four editions of the Bible in Braille, the King James Version and the American Revised Version being available in both Grade 1½ and in Grade 2.

For those unable to read Braille, the Bible in the Moon system may be secured. A Moon Bible requires 58 volumes.

The Society also provides the Scriptures on Talking Book records which are especially helpful to those unable to read any embrossed system. The whole Bible requires 169 records—the Old Testament is on 129 records and the New Testament on 40 records. During the year new recordings of the New Testament and of several books of the Old Testament were made on the new 10-inch records.

A Small Volume of Scripture Passages including the 23rd Psalm, the Sermon on the Mount, the Lord's Prayer, I Corinthians 13, and many other favorite passages is available in Braille, New York Point, the Moon system and also on 2 Talking Book records.

The Bible Society continues to supply all of its embossed volumes and Talking Book records of the Bible to blind persons and libraries serving the Blind at a fraction of their cost —25 cents a volume, plus postage. This is made possible through contributions from friends of the Bible and of the Blind to the Society's Blind Fund.

The Society publishes a Braille Concordance in 10 large volumes which is proving an invaluable aid especially to ministers, librarians and Bible students. These volumes are also offered to blind individuals at 25 cents a volume, plus postage or $3.00 for the set.

The Scriptures have been distributed to the sightless in thirty-four languages and systems up to the end of 1949.

During its 115 years of service to the Blind, the Society has distributed at home and abroad a total of 265,214 volumes and Talking Book records.

Correspondence in regard to Scriptures for the Blind will receive prompt attention if addressed to Miss S. Ruth Barrett, Secretary, Work for the Blind, 450 Park Avenue, New York 22, N. Y.

AMERICAN FOUNDATION FOR THE BLIND, INC.

15 West 16th Street, New York 11, N. Y.

THE AMERICAN FOUNDATION FOR THE BLIND

Is a national private agency whose purpose is to promote increasingly and uncompromisingly the interests of the blind. It is principally maintained by the Helen Keller Endowment Fund, contributions from interested patrons, grants from other research foundations, and income from nonprofit sales of appliances.

Among its activities are: Research; Consultation and Field Service; Service to the Deaf-Blind; Service to the War-Blinded; Special Service to Blind Individuals; Publications; Library Service; Scholarships; Professional Development.

Affiliated agencies: American Foundation for Overseas Blind; National Industries for the Blind.

RESEARCH ACTIVITIES

Studies in the education and rehabilitation of the blind, in vocations for the blind, in statistics and legislation affecting the blind, and in other subjects relating to the improvement of services for the blind.

Development of mechanical appliances used by the blind.

CONSULTATION AND FIELD SERVICE

Comprehensive information and the advice of experienced workers is available to agencies and schools for the blind on education, rehabilitation, vocations, legislation, statistical records, and other phases of work for the blind.

Assistance to state and community agencies in presenting the needs of the blind to government officials, legislators, and the public; organization of new activities on behalf of the blind where needed; surveys in which an evaluation is made of existing services to blind adults and children, and, when necessary, recommendations made for improvement of such services.

SERVICES FOR THE DEAF-BLIND

A department which seeks out all deaf-blind persons throughout the country and studies and promotes services for their personal, social, and economic rehabilitation.

SERVICES TO THE WAR-BLINDED

A department which cooperates with the Army, the Navy, the Veterans Administration, and the blinded veterans themselves in their development of adequate programs for the welfare of the war-blinded.

SPECIAL SERVICES TO BLIND INDIVIDUALS

Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of Talking Book machines, braille writers, braille watches, and other special appliances for the blind at cost.

PUBLICATIONS

Publications of special interest to workers for the blind and to the blind: *Outlook for the Blind and The Teachers Forum,* in braille and inkprint; *Talking Books Topics,* in inkprint and recorded form; the *Braille Book Review* in braille; and *Touch and Go,* in braille for the deaf-blind; *A F B Bulletin* (an information service); *Directory of Activities for the Blind in the United States and Canada* (biennially).

Other books and pamphlets of professional interest to workers for the blind.

LIBRARY SERVICE

Facilities of a reference and lending library containing more than 8,000 inkprint books, pamphlets, and manuscripts relating to the blind and their welfare are available to students of work for the blind.

SCHOLARSHIPS

A limited number of scholarships is offered each year to blind students in professional schools and institutions of higher learning.

Fellowships to encourage research, and to recruit trained personnel for professional positions.

PROFESSIONAL DEVELOPMENT

Development of professional training through promotion of institutes and workshops for personnel of agencies for the blind; summer courses for teachers of blind children and for workers with the adult blind.

A Personnel Exchange which aids qualified personnel to secure appointments in work for the blind, and schools and agencies for the blind to obtain qualified staff members.

AMERICAN FOUNDATION FOR OVERSEAS BLIND

The American Foundation for Overseas Blind, affiliated with the American Foundation for the Blind, is an organization to provide aid and assistance in the rehabilitation of the blind in all parts of the world.

CLOVERNOOK HOME FOR THE BLIND
CINCINNATI LIBRARY SOCIETY FOR THE BLIND

Cincinnati 31, Ohio

The Cincinnati Library Society for the Blind was founded by Georgia D. and Florence B. Trader in 1901. The books were deposited in the Public Library, Cincinnati and the Librarian and attendants were paid by them. This Society outgrew the space allotted for the books, so in 1934 they were taken to Clovernook and housed on the second floor of the shop building. There are 1,058 active readers and the circulation is about fifty thousand books and magazines each year. The collection consists of 37,000 Braille books, Music and Magazines and 48,000 Talking Book records.

The examination of the children's eyes in the Public Schools was started in 1904.

In 1905 classes for Blind children in connection with the Public Schools were opened through the efforts of Georgia D. and Florence B. Trader. There is a class for totally blind children and other classes for conservation of vision.

Clovernook Home for the Blind was founded in 1903 by Georgia D. and Florence B. Trader. Clovernook was the former home of the poet sisters, Alice and Phoebe Cary. It is an Industrial Home for forty women. It consists of a tract of 29 acres—two dwellings and a two-story shop approximately one hundred feet square—besides farm buildings and a large garage.

The shop provides a weaving and printing department. The weaving department contains ten looms and the women weave rag rugs, woolen blankets and other articles.

In the printing department the blind girls do the Braille stereotyping on zinc plates—taking dictation from the dictaphone—proof-reading, collating, sewing of the books—wire stitching of the magazines on power machines, make up the shipping boxes and pack the books. They are busy seven hours a day, five days a week.

AMERICAN PRINTING HOUSE FOR THE BLIND

Chartered in 1858

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and in 1858 Kentucky chartered the American Printing House for the blind. It is the oldest national institution for the blind in this country and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the approximately 6,000 blind children enrolled in the public institutions and classes for the blind in the United States and its territories. For this purpose, Congress provides an annual appropriation of $125,000 which is used to provide free schoolbooks and tangible apparatus for all of the public education institutions for the blind.

For the over 30,000 adult blind readers, the Printing House provides in Braille and on Talking Books a wide range of literature which includes 41 periodicals. The *Reader's Digest*, reprinted each month both in Braille and on Talking Book records, has been acclaimed by the blind as one of the greatest contributions to literature for the blind.

Besides being the official schoolbook printery, the Printing House prints books and periodicals for organizations which provide free literature for the blind. Many agencies have found this cheaper and more satisfactory than doing the work in their own establishments.

The Printing House maintains a complete Talking Book department for manufacturing the Talking Book records through all of the processes, from wax recording to the pressing of the discs. This department provides the necessary facilities to enable the institution to supply the requirements of the blind for recorded literature.

Recently, the Printing House undertook the manufacture and distribution of books in large type for the children in our schools and classes for the blind who have enough useful vision to read this type of book and who should not be educated with Braille. There is rapidly being built up an adequate catalog of textbooks and other educational materials in large type to parallel the Braille textbook catalog.

For a number of years, the Printing House has cooperated with agencies in foreign countries which do not have publishing facilities for the blind by accepting students from these countries and training them in the Braille printing trade, with a view to their returning to their respective countries and setting up adequate Braille presses for their own people.

Special printing presses, embossing machines, sectional maps, Braille writing-frames, arithmetic slates, Braillewriters, Talking Book reproducers, peg boards for kindergarten, frames for writing longhand, sentence boards and other educational aids have been designed and built here. This original material has profoundly influenced the art of instructing the blind in this and other countries.

BLINDED VETERANS ASSOCIATION

2438 18th Street, N. W. Washington 9, D. C.

The Blinded Veterans Association was organized in March, 1945, at Old Farms Convalescent Hospital, Avon, Connecticut, the Army rehabilitation center for blinded veterans of World War II.

From its small beginnings, the organization has grown to a membership of thirty per cent of the eligible veterans, including ex-servicemen from the Army, Navy, and Marine Corps, and veterans of World War I. It is incorporated under the laws of the State of New York and is accredited by the Veterans Administration. There are now 21 Regional Groups in 19 states and the District of Columbia and its National Headquarters are in Washington, D. C. at 2438 18th Street, NW.

The motto of the Blinded Veterans Association is ". . . that the blinded veteran may take his rightful place in the community of his fellows and work with them for the creation of a peaceful world . . ." and its primary reason for being is the implementation of this motto. To achieve this goal of integrating the blinded veteran into the productive life of the community, the organization keeps him informed of the legislative benefits which have been provided to help him along the road to complete rehabilitation.

Through press releases, through its monthly newspaper, and through addresses to National, State and local groups, the BVA is striving to educate the public about the capabilities of the blind. By reporting the accomplishments of blinded veterans and other blind people in various lines of endeavor, in the pages of its paper, it encourages those of its members who have not yet found a satisfactory place for themselves.

The BVA maintains an up-to-date index of the different jobs being done by blind individuals throughout the country. The Association gives complete information to any blinded veteran concerning the job of his choice. It also provides direct contact with blind individuals in similar occupation.

The BVA forms statewide chapters in order that its services may be carried to all blinded veterans. Through 21 Regional Groups already formed the effectiveness of the organization is increased many fold. At their regular meetings these Regional Groups act on state and local programs. These groups sponsor state legislation; speak to groups of blind children; hold parties for hospitalized veterans; assist members with employment problems; work closely with regional offices of the Veterans Administration.

The Regional Groups have already helped to improve conditions for all disabled persons in their state.

The Blinded Veterans Association promotes legislation on behalf of the blind. It maintains a careful watch on all legislation for the disabled. The Organization keeps its members informed about all disability benefits.

The BVA has never attempted to maintain a large scale lobby in Washington, Instead, the Association has provided Congress with facts so that better laws can be enacted.

The common bond of war blindness is strong enough to withstand national differences and BVA feels that by promoting friendly relations it may make its own contribution to international goodwill and world peace.

The Blinded Veterans Association has established friendly cooperation relationship with organizations of blinded veterans in other countries. These include the Canadian National Institute for the Blind; St. Dunstan's in Great Britain, New Zealand and Australia: the Landesinvalidement fur L. O. in Austria; Blindenstudienanstalt in Germany; Associazions Nazionale Reduci Dalla Prigionia in Italy; and L'Union des Aveugles de guerre in France.

The BVA is convinced that blinded veterans in these other countries are willing to work hard for the promotion of a peaceful world. Recognizing this, the BVA hopes to bring about the establishment of an international federation of blinded veterans' organizations which will have as its primary purpose the prevention of war blindness in the future.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue, Los Angeles 27, California
OLympia 1121

The Braille Institute of America, Inc., was established in 1929 to acquire and extend the activities of the Universal Braille Press, an unincorporated philanthropic institution founded in 1919. It is chartered under the laws of California as a nation-wide, non-profit, non-sectarian institution devoted to the social and economic welfare of the blind, without respect to race, color or creed.

In addition to its services in raised type printing, technical research and free lending library, the Braille Institute is gradually building a program with the objective of making possible the complete rehabilitation of the blind from the time of loss of sight until the employable blind are qualified for placement in industry and the unemployable blind have become normal members of society.

Already the following major services are offered:

SOCIAL WELFARE-ADVISEMENT: Trained social case workers assist in the adjustment of personal problems created by blindness. Counselling service is offered to the blind and partially sighted and to their families. Information is given and referrals made to other agencies.

HOME TEACHING: Individual instruction in self-reliance and home-making; instruction in reading and writing Braille and Moon types and the use of the typewriter; instruction in handicrafts.

RECREATIONAL AND EDUCATIONAL CLASSES: To provide fun, fellowship and educational opportunities for the blind and partially sighted. These cover a wide variety of fields, among them being many types of handicrafts, Braille, dramatics, creative writing with a commerical objective, music, book reviews, choral singing, bridge classes, typing, Spanish, cooking, social and square dancing. Classes conducted in California at Riverside, Ontario, San Bernardino and Bakersfield.

REHABILITATION AND ORIENTATION: A program of training in mobility and practical every-day skills necessary for comfortable living and readjustment; counselling with the employable blind; assisting them in finding employment in the professions and trades and in enlarging their economic opportunities in the business world; non-interest bearing loans for qualified business projects.

LOW COST HOUSING: A program of low cost housing was commenced by the building of the Garvey Manor Apartments, providing low-cost rentals for deserving blind, made possible through a legacy for the purpose from Louella Rhodes Garvey.

LIBRARY: Free circulation of books and magazines in Braille and on long playing phonographic records, styled "Talking Books," to the blind in Southern California and Arizona.

PRINTING DEPARTMENT: Operates on a non-commerical basis for the publication of books and magazines in Braille and Moon types sponsored by Braille Institute or by other agencies.

LITERATURE: Sponsorship of books and magazines in Braille and Moon types on a non-profit basis, including the Holy Bible in Braille (Gr. 1½), 21 vol., the New Testament Revised Standard Version, Braille (Gr. 2) 5 vol., Webster's Students Dictionary in Braille (Gr. 1½) published at special rates to the blind, below production costs. Many books, includ- 32 vol., Cook Book (Gr. 1½) 2 vol., Braille Mirror, a monthly current topic magazine, ing the Bible and magazines, given free to the blind unable to pay.

RESEARCH: Operation of experimental machine shop and laboratory for the engineering and development of the Atkinson model Braille typewriter, mechanical appliances and games helpful to the social and economic adjustment of the blind.

The Institute is maintained by bequests, endowments, voluntary contributions from the public and by membership dues ranging from $5 to $100 a year, with life memberships at $1,000.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

National Office: 186 Beverley Street, Toronto, Canada

L. M. Wood, C.B.E., *President*

E. A. Baker, O.B.E., *Managing Director*

With offices in forty-one of the principal towns and cites of Canada, The Canadian National Institute for the Blind, founded in 1918, offers complete services to the almost 18,000 blind people registered throughout the Dominion as at March 31st, 1950, and does extensive work in the fields of sightsaving and the prevention of blindness.

The aim of the Institute is that every blind person in the country should achieve the greatest degree of independence possible. To this end, the Institute operates factories for the employment of blind men and women; it installs and supervises tobacco stands, newsstands, canteens and cafeterias, operated by blind merchants; it maintains up-to-date libraries of Braille and Talking Books; provides home teaching service throughout the country; acts as a social service agency; provides facilities for the marketing of the products of home workers; interests itself in recereational activities for blind people and promotes research on special appliances for the use of the blind; maintains an employment and placement department which trains blind workers and finds jobs for them in general industry; encourages and assists those blind persons who wish to undertake independent careers in business or the profesions; operates residences for blind people without homes of their own; promotes legislation designed to assist in the solution of the problems of the blind and advances the interests of blind individuals and the blind as a group in every legitimate way.

Geographically, the Institute has six divisions, each governed by a voluntary board and managed by a superintendent (usually blind). In each division, local areas are served by blind field secretaries. The National Council, a voluntary body, some of whose members are blind, co-ordinates the work of the divisions and guides Institute policy on the national level.

Since the return of the first war-blinded serviceman from the Second Great War, the Institute has acted as the agent of the Dominion Government for the training, rehabilitation and after-care of the war blinded.

The Canadian National Institute for the Blind co-operates with agencies for the blind throughout the world. Information concerning its method of operation is freely available to any interested individual or organization.

THE HADLEY CORRESPONDENCE SCHOOL FOR THE BLIND

620 Lincoln Avenue, Winnetka, Illinois

The Hadley School offers 70 home-study courses, ranging from the fifth grade through a complete high-school curriculum, to university work. A course in the reading of Braille is available to those who have not learned it, or who wish to "brush up."

All Hadley courses are given tuition-free to the blind. The generosity of people interested in the blind and in their welfare makes this possible.

The School maintains a Braille lending library that supplies students with all books needed for their courses, and all instructional material in Braille.

The School employs a staff of experienced teachers and Braillists who provide individualized instruction, through personal letters written in Braille, as students progress from lesson to lesson.

Writing equipment and materials are supplied to students in need of them. Those who prove themselves capable and reliable, but who must write with slate and stylus, are granted the loan of a Braille Writer in order to facilitate their studies.

In co-operation with the American Red Cross, the School has prepared, and now offers, a course in Accident Prevention especially for the blind.

To meet the demand for practical instruction in creative writing, the School now offers courses in short story writing and verse writing, and publishes biennially, with the assistance of *The Author and Journalist,* a Braille edition of this magazine's "Handy Market List."

Through a co-ordinated arrangement with the University of Chicago, the Hadley School makes available in Braille selected courses offered by the University's Home-Study Department. This service includes the Brailling of required textbooks and instructions, transcription into typewritten form of Brailled lessons for the University instructor, and transcription of his corrections and remarks into Braille. Three courses in Freshman and Sophomore English are now available, offering in all 9 1/3 semester hours of college credit. A Sophomore course in Psychology is also available.

These college studies are free to the blind, as are all Hadley courses.

Application for enrollment in the Hadley School may be made at any time throughout the year. The School serves about 1,000 persons annually.

A Braille or print catalogue will be furnished upon request.

HOWE PRESS OF PERKINS INSTITUTION

Watertown 72, Mass.

Ever since 1832 the embossing of books for the blind and the manufacture of special appliances has been carried on by the Perkins Institution for the Blind. The first director, Dr. Samuel Gridley Howe personally raised special funds for this purpose. After his death his successor Mr. Michael Anagnos raised an endowment fund and established the Howe Memorial Press in 1882. Now located on the school campus in Watertown, Mass., the Howe Press continues to carry out the work which Dr. Howe began.

Printing Braille Books

The bulk of our work is adult literature for the Library of Congress. In addition, text books, testing material, and music embossed for Perkins Institution are made available at cost to anyone needing them. We publish several reading aids for adult beginners. Price lists and music catalogues are available in print and braille.

Maps

Embossed paper maps, both historical and geographical are for sale. The Braille Map Quarterly, which deals with a current news event, is sent free to braille readers anywhere in the world.

Appliances

These are mostly educational devices including braille writers, braille shorthand writers, and a variety of braille slates. We also manufacture some mathematical instruments, and room thermometers. Price lists are available, and a bulletin describing the Perkins Brailler.

Games

These include brailled playing cards, specially designed sets of chess and checkers, interlocking dominoes, chinese checkers, and anagrams. Also a special slate for brailling your own playing cards.

Equipment

Stereotyping equipment is made primarily for our own use but is also manufactured to order. Used equipment is usually available.

Machine Shop Facilities

A modern tool-making and machine shop has been established recently to take care of the new Perkins Brailler. These facilities are adequate for the development and manufacture of new mechanical devices.

JOHN MILTON SOCIETY FOR THE BLIND

A World-Wide Service to the Blind by United Protestantism
Chiefly Through Religious Publications in Braille

Through this Society more than 50 Protestant denominations in the United States and Canada unite to serve the religious interests and needs of the blind. Its two monthly magazines, the "John Milton Magazine" for adults and "Discovery" for boys and girls, its "John Milton Sunday School Quarterly" four times each year, along with its other occasional religious publications in Braille, carry the light and cheer of the Christian faith to thousands on this continent and in 26 foreign countries.

Since 1948 the Society has extended its services to Christian Schools and Homes for the Blind in Protestant Mission fields especially throughout Asia and the Near East.

To impart spiritual strength, inspiration and new hope to the blind through Christian non-sectarian literature in Braille and through a variety of pastoral ministries is the mission of the John Milton Society. Helen Keller is its president. The extent and continuance of its services depend wholly on voluntary contributions. Its offices are located at 156 Fifth Avenue, New York 10, N. Y.

THE MATILDA ZIEGLER MAGAZINE FOR THE BLIND
MONSEY, NEW YORK

Howard M. Liechty, *Managing Editor*

The Matilda Ziegler Magazine for the Blind was founded in 1907 and is published monthly by the Matilda Ziegler Publishing Company for the Blind, Inc. It is the gift of the late Mrs. William Ziegler of New York, by whose generosity it was endowed in perpetuity. The genius of the late Walter G. Holmes, for thirty-nine years its editor and manager, caused its being and its continuing high tradition. Its purpose throughout its history has been that of these two great souls—to serve the blind out of love for humanity; specifically, to bring to blind readers entertainment and companionship, and the best of reading material available in the literature of this country. Other services, within its capacity, are the supplying of alarm clocks marked for touch reading, typewriters, radios, playing cards embossed in Moon type, and other aids and appliances, all at reduced prices.

A typical list of contents includes a cover poem appropriate to the month, editorials, "Special Notices"— items and events of particular interest about the blind and activities by and for the blind, "Current Events"—a review of the news of the month, a short fiction story, three or four articles on a wide variety of subjects of general interest or of informational nature, a review of a currently best-selling novel, an article dealing with new appliances and aids for the blind, an account of a blind person of interesting or unusual attainment, a necrology of blind persons, and a department of contemporary and classical poetry.

The publishers desire the Ziegler Magazine to be read by any blind people who would find it worthwhile. It will be sent entirely free of charge to anyone making application. The mailing date of a given month's issue is usually during the last full week of the previous month.

Three editions are published: Braille, New York Point, and Moon type.

NATIONAL BRAILLE PRESS INC.

88 St. Stephen Street, Boston 15, Massachusetts

The National Braille Press Inc., is a charitable organization, dependent entirely on private contributions, publishing for free distribution: *Weekly News,* a current events magazine for the blind, printed in Braille Grade 2; *Our Special,* a monthly magazine for blind women, printed in Braille Grade 1½; *The Home Teacher,* a professional journal for home teachers and social workers, printed in Braille Grade 2. Also, it accepts contracts for the publishing of other Braille periodicals, but not for profit.

Founded as the Braille Weekly Publishing Company, January, 1927; incorporated under its present name under the laws of the Commonwealth of Massachusetts, May 29, 1929.

PURPOSE: Embossing, printing and circulating in the United States and Canada reading matter for the blind; promoting finger reading and assisting the blind to become happier and better informed citizens. The organization employs twenty-five persons on its project, fourteen of whom are visually handicapped.

DISTRIBUTION: Throughout the United States and its possessions, and to English-speaking readers all over the world.

OFFICERS: President and Treasurer, Charles Boyden, Boston; First Vice-President and Assistant Treasurer, Walter I. Badger, Jr., Boston; Second Vice-President, Mrs. Elmore I. MacPhie, West Newton; Secretary, Mrs. Richard D. Fay, Cambridge; Managing Director, Francis B. Ierardi, 88 St. Stephen Street, Boston 15, Massachusetts.

THE NATIONAL COUNCIL PROTESTANT EPISCOPAL CHURCH COMMITTEE ON LITERATURE FOR THE BLIND

The Rev. W. J. Loaring-Clark, Secretary, Jackson, Tennessee

The National Council of the Episcopal Church through its Committee on Literature for the Blind publishes a monthly magazine. THE CHURCH HERALD, which has a mailing list of some 600 names. This is the free gift of the Episcopal Church to the visually handicapped and is edited by the Secretary of the Committee, the Rev. W. J. Loaring-Clark, D. D., Jackson, Tennessee. THE CHURCH HERALD is published in Revised Braille, Grade 1½ and contains the Church Calendar, Prayers, Articles, Poems, a book in serial form, a Question and Answer Department, a News and Notes Department and the Episcopal Church School Lessons according to the Bible Class and Home Department Quarterly edited by the Very Rev. Hiram R. Bennett, D. D. and published by the kind permission of the H. H. Jacobs Co.

NATIONAL INDUSTRIES FOR THE BLIND

15 West 16th Street, New York 11, New York

National Industries for the Blind, founded by the American Foundation for the Blind, is a non-profit organization incorporated September 13, 1938, under the laws of the State of New York. Its principal purpose is to allocate orders to workshops for the blind under the direction of the Committee on Purchases of Blind-made Products, a committee set up under the provisions of the Wagner-O'Day Act, which authorizes the Federal departments to purchase brooms, mops, and other suitable commodities from workshops for the blind.

National Industries for the Blind is governed by a Board of Directors, with the general committee on Sheltered Workshops for the Blind acting as an Advisory Committee. All major policies are discussed with this committee.

Another purpose of National Industries for the Blind is to develop the open market for blind-made products which measure up to certain well-defined standards.

The government market has greatly aided the workshops by making possible an increased production, necessitating the maintenance of high standards of workmanship and of business procedure.

THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

1790 Broadway, New York 19, N. Y.

The National Society for the Prevention of Blindness is engaged in a program to eliminate preventable loss of sight. Its objects are:

1. To endeavor to ascertain, through study and investigation, any causes, whether direct or indirect, which may result in blindness or impaired vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

The Society's preventive program for both children and adults is carried out through field work, publications, statistical service, personal interviews and all means of public education. It coordinates its work with that of other organizations in all phases of saving sight. Grants are made for basic and clinical research in the blinding eye diseases. Literature, exhibits, lectures, charts and assistance in sight-saving projects are available on request. It publishes the following periodicals: *Sight-Saving Review,* quarterly, $2.50 a year; *Eye Health and Safety News,* published twice a year, sent free upon request; and Annual Report.

ROYER-GREAVES SCHOOL FOR BLIND

South Valley Road, Paoli, Pennsylvania

Dr. Jessie Royer Greaves, Principal and Chairman of the Board

This school, formerly at King of Prussia, was established and is conducted for retarded blind children. Here pupils are trained in school work, music, hand crafts and those home duties so essential to their future usefulness and happiness.

To meet the extra demands made by premature babies, a junior unit has been established on a large farm six miles from Coatesville. Here, with equipment and furnishings particularly adapted to them, little folks have an opportunity for physical and mental development.

Each unit is conducted as a normal family with its natural home life. Pupils are registered from ten States, and former pupils are living full and busy lives.

Paoli is on Lincoln Highway, Route 30, and the Main Line of the P.R.R. All through trains stop at Paoli, and the trip to New York may be made without change of cars.

THE SEEING EYE, INC.

Morristown, N. J.

Henry A. Colgate, ***President & Chairman of the Board***

W. H. Ebeling, ***Exec. Vice-President***

The Seeing Eye is a national philanthropic organization established for the rehabilitation of blind men and women through the use of dog guides. Its three-fold purpose is: Training dogs to guide the blind; teaching blind people how to use the dogs, and teaching sighted men to become instructors.

It was founded in 1929 by the late Mrs. Dorothy H. Eustis and was incorporated in 1932 under the welfare laws of the State of New Jersey. The Seeing Eye has no branches and does not duplicate the activities of existing agencies for the blind, but cooperates closely with them in the common purpose of improving the status of the blind. Eligibility of the applicant is based upon physical and mental fitness, character and need. No eligible blind person is denied the service because of lack of funds. 1750 adjustments have been made and classes are held during every month of the year with an annual student body of 190.

Since it is a membership organization it does not participate in benefits, raffles or similar events and permission is never granted by the organization to sell tickets or articles said "to help The Seeing Eye."

As a pioneer organization, The Seeing Eye recognizes its responsibility to set and maintain standards worthy of the confidence of the blind and the endorsement of the public. Both the quality of its work and the nature of its policies have that end in view.

PROGRAM

TWENTY-FOURTH CONVENTION

Hotel Utah, Salt Lake City, Utah
July 10-14, 1950

OPENING SESSION

MONDAY, JULY 10, 1950
EMPIRE ROOM—8:00 P.M.
MURRAY B. ALLEN, *Chairman*

INVOCATION

Right Reverend Duane G. Hunt, Roman Catholic Bishop of Utah

ADDRESSES OF WELCOME

HOST

Murray B. Allen, Executive Secretary
Utah Commission for the Adult Blind, Salt Lake City, Utah

SALT LAKE CITY

Honorable Earl J. Glade, Mayor
George Albert Smith, President Church of Jesus Christ of Latter-day Saints

RESPONSE

Captain M. C. Robinson, National Director for Western Canada, Canadian National Institute for the Blind, Vancouver, B. C.

PRESIDENT'S ADDRESS

Francis B. Ierardi, President, American Association of Workers for the Blind, Managing Editor, National Braille Press, Boston, Mass.

BENEDICTION

Joseph L. Wirthlin, First Counselor, Presiding Bishopric, Church of Jesus Christ of Latter-day Saints, Salt Lake City, Utah

INFORMAL RECEPTION AND DANCE

COMMUNITY SINGING

Leader: Allen Grant Mann

Music and Orchestra, courtesy of:
Ben Bulloch
Salt Lake Federated Musicians
Music Performance Trust Fund

GENERAL SESSION

TUESDAY, JULY 11, 1950

MORNING—9:00-12:00

EMPIRE ROOM

Chairman: Col. E. A. Baker, M.C., O.B.E., Managing Director Canadian National Institute for the Blind, Toronto, Canada

Remarks of Chairman concerning program

The Oxford Conference and Its Significance to the Blind of the World
Dr. Robert B. Irwin, Associate Director
American Foundation for Overseas Blind, Inc., New York, N.Y.

Cooperation in Work for the Blind, Here and Abroad
Dr. Berthold Lowenfeld, Superintendent
California School for the Blind, Berkeley, Califorina

Need for Closer Relationship Between American Association of Instructors of the Blind and American Association of Workers for the Blind
Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri

AFTERNOON—2:00-5:00

EMPIRE ROOM

Chairman: A. V. Weir, Second Vice-President, A.A.W.B., General Manager, Canadian National Institute for the Blind, Toronto, Ontario

The Need for Better Cooperation in the Rehabilitation Process

As Affecting Home Teaching
Mrs. Juliet Bindt, Home Teacher, California State Library, Berkeley, Calif.

As Affecting Rehabilitation
J. F. Clunk, Chief, Services for the Blind
Office of Vocational Rehabilitation, Washington, D.C.

As Affecting Workshops
Miss M. Roberta Townsend, Director, Department for the Handicapped, Brooklyn Bureau of Social Service and Children's Aid Society, Brooklyn, New York

SECTIONAL MEETINGS

TUESDAY, JULY 11—8:00 P.M.

GROUP A *(Empire Room)*—Executive heads of agencies doing city-wide county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind

Chairman: Byron M. Smith, Executive Secretary, Minneapolis Society for the Blind, Minneapolis, Minnesota

PANEL DISCUSSION

What is the Future Place of a Modern Industrial Shop for the Blind?

1. Modern Philosophy of its Program
2. Eligibility
3. Testing, Evaluating, Training, Placement and Work Opportunities

4. Social, Recreation, Classroom Activities
5. The Use of Case Work and Group Work Methods

Considerations for Efficient Operation of Modern Industrial Shop for the Blind

1. Organization
2. Personnel
3. Streamlining and Modernization
4. Employer and Employee Relationship
5. Quality Merchandise
6. To What Extent Should the Works Program Be Self-Sustaining or Subsidized

The Sale of Blind Made Products

1. Government
2. Jobbing and Wholesale
3. Retail Sales
4. Possible Other Methods

Publicity and Public Relations Consideration of an Industrial Shop for the Blind

1. Functions of an Agency
2. Understanding of Blind and Their Problems
3. Importance of Communities Understanding Participation

What Position Should an Industrial Shop for the Blind Take in Dealing with Private Concerns or Individuals Engaged in the House to House Selling of Blind Made Merchandise?

What Are Ways of Securing Proper Financial Support of Industrial Shops for the Blind?

1. Legislation
2. Community Chest
3. Foote System
4. Special Methods

Who will do and Should do a Better Job of Rehabilitation on the Average Employable Blind Person?

1. Placement in Private Industry
2. The Industrial Shop for the Blind

Sub-contract Work in Industrial Shops for the Blind

Participants:

William S. Ratchford, Secretary and Superintendent, Maryland Workshop for the Blind, Baltimore, Maryland

Peter J. Salmon, Executive Director, Industrial Home for the Blind, Brooklyn, New York

Eugene D. Morgret, Assistant General Manager National Industries for the Blind, New York, New York

William E. Bartram, General Manager, Lighthouse for the Blind, New Orleans, Louisiana

R. E. Barrett, Superintendent, Pennslyvania Working Home for Blind Men, Inc., Philadelphia, Pennsylvania

C. C. Kleber, General Manager, National Industries for the Blind, New York, New York

Carl E. Olsen, Plant Manager, New York Association for the Blind, New York, New York

E. R. Crawford, Business Manager, Cleveland Society for the Blind, Cleveland, Ohio

GROUP E *(Parlor C-38)*—Executive heads of any Commission or Association doing statewide work for the blind

Chairman: Mrs. Lee Johnston, Chief, Bureau for the Blind, Division of Welfare, Jefferson City, Missouri

To Be Announced

GROUP G *(Parlor C-39)*—Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind

Chairman: Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri

PANEL DISCUSSION

Curriculum Problems in Schools for the Blind and Suggestions for Their Solutions

GENERAL SESSION

WEDNESDAY, JULY 12, 1950

MORNING—9:00-12:00

EMPIRE ROOM

Chairman: Miss Kathern F. Gruber, Assistant Director, American Foundation for the Blind, New York, N.Y.

1. Public Relations—Agency Responsibility to the Blind and to the Public; Responsibility of the Blind Themselves

   M. Robert Barnett, Executive Director American Foundation for the Blind, New York, New York

DISCUSSION

2. The Aged Blind

   (a) In the United States

   Miss Irene E. Jones, Home Teacher Society for the Aid of the Sightless Church of Jesus Christ of Latter-day Saints Salt Lake City, Utah

   (b) In Canada

   Arthur N. Magill, Supervisor of Field Services for Ontario, Canadian National Institute for the Blind, Toronto, Ontario

AFTERNOON

SIGHTSEEING TRIPS

Several attractive tours are available at special rates through the courtesy of the Gray Line Motor Tours, who will have a representative at the Registration Desk daily, up to the time of each tour, to sell tickets and make reservations

EVENING

7:00

LAFAYETTE BALLROOM

SHOTWELL MEMORIAL AWARD BANQUET AND PRESENTATION

Toastmaster:

Francis J. Cummings, Ph.D., Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Guests of Honor:
Mrs. Winifred Hathaway
Mrs. Mary Dranga Campbell

Presentations to be made by:
Dr. Berthold Lowenfeld, Superintendent, California School for the Blind, Berkeley, California

Miss Kathern Gruber, Assistant Director, American Foundation for the Blind, New York, New York

Miss Elizabeth L. Hutchinson, Vice President The Seeing Eye, Inc., Morristown, New Jersey

Miss M. Roberta Townsend, Director, Department for the Handicapped, Brooklyn Bureau of Social Service and Children's Aid Society, Brooklyn, New York

Entertainment by Radio Station KSL, Salt Lake City
Diversified talent

Souvenirs furnished with the compliments of:
Craft Class, Blind Women of Ogden, Utah
(Under Direction of Miss Irene E. Jones)
Kennecott Copper Company (Utah Copper Division)
Royal Crystal Salt Company, (Mr. Isaac Clayton)

GENERAL SESSION

THURSDAY, JULY 13, 1950

MORNING—9:00-11:30

EMPIRE ROOM

Chairman: Dr. Francis J. Cummings, Past President, A.A.W.B., Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Report of Legislative Committee
Peter J. Salmon, Chairman, Executive Director, Industrial Home for the Blind, Brooklyn, New York

9:45 Intensifying the Battle Against Blindness
Mrs. Winifred Hathaway, Associate Director, National Society for the Prevention of Blindness, New York, New York

Canada's Program for the Partially Sighted—Not Registered
Colonel E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Canada

11:15 Recess to Tabernacle for Organ Recital and Tour of Tabernacle Grounds

SECTIONAL MEETINGS

THURSDAY, JULY 13, 1950

AFTERNOON—2:00-4:30

GROUP B *(Empire Room)*—Rehabilitation specialists, placement agents and field officers for the blind

Chairman: W. S. Wood, State Commission for the Blind, Houston, Texas

Rehabilitation Workers' Responsibilities to the Clients and the Program
C. F. Feike, Director of Vocational Rehabilitation, Board of Education, Salem, Oregon

Home Industries and Home Teaching as Related to the Rehabilitation Program
Miss Julia Lawson, Supervisor of Industries and Home Teachers, Texas Commission for the Blind, Austin, Texas

Intermission—10 Minutes

Adjustment Training for the Blind.
Wayne Bradley, Rehabilitation Counselor, Division of Services for the Blind, Los Angeles, California

Problems in the Placement of the Partially Sighted
Octave J. Bourgeois, Industrial Specialist, Division of Services for the Blind, New Orleans, Louisiana

Current Problems in Dealing with Industry
George A. Magers, Regional Supervisor of Services for the Blind, Mount Vernon, Illinois

Expanding Job Opportunity for the Blind
August McCollom, Supervisor of Employment, Division of Services for the Blind, State Department of Public Welfare, Topeka, Kansas

Business Meeting—15 Minutes

GROUP H *(Parlor C-39)*—Librarians for the blind, administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process
Chairman: Howard M. Liechty, Managing Editor, Matilda Ziegler Publishing Company, Monsey, New York

ROUND TABLE DISCUSSION

Status and Need for Greater Uniformity of Braille, from the Standpoints of Readers, Printers, Transcribers, Proofreaders, Librarians
Relation of Projected Braille Committee of the A.A.W.B. to the Work of UNESCO Committee on Braille
Technical Developments in Braille Reproduction

THURSDAY, JULY 13, 1950

AFTERNOON—4:30

Open House and Tea
Sponsored by Salt Lake Lady Lions at Murray B. Allen Center for Blind, 309 East First South. (Five minutes' walking distance from hotel)
Music by Mrs. Vera Frey Beason—Instrumental Trio

SECTIONAL MEETINGS

THURSDAY, JULY 13, 1950

EVENING—8:00

GROUP B *(Empire Room)*—Second Meeting
Chairman: W. S. Wood, State Commission for the Blind, Houston, Texas

Rural Rehabilitation of the Blind
Hiram Chappel, Rehabilitation Specialist for the Blind, Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Is the Employment of Blind Persons in Production Industry a Luxury Which Society Can Afford Only in War-time?
Joseph F. Clunk, Chief of Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

To be announced
Lon Alsup, Executive Secretary-Director, Texas Commission for the Blind, Austin, Texas

GROUP C *(Parlor C-38)*—Home Teachers and social workers other than home teachers engaged in work with the blind

Chairman: Miss Louise D. Cowan, Ontario Supervisor of Home Teachers, Canadian National Institute for the Blind, Toronto, Ontario

Roll Call of Members

Secretary's Report
Miss Mary E. Rowell, Case Worker with the Blind State Commission for Blind, Buncombe and Madison County Department of Public Welfare, Asheville, North Carolina

Report on the Handicraft Supplement of "The Home Teacher"
Miss Marie Busch, Supervisor of Home Teachers, Missouri Commission for the Blind, Jefferson City, Missouri

Report on a Survey of Skills Being Taught by Home Teachers in the United States and Canada
Miss Margaret Liggett, Home Teacher, Canadian National Institute for the Blind, Regina, Saskatchewan

Brief Discussion on Display of Braille and Moon Text Books
Address: "How Older People Learn," by R. DeVerl Willey, Associate Professor of Educational Psychology of the University of Utah, followed by a brief discussion period during which questions may be directed to the speaker

GROUP F *(Parlor C-39)*—Executive heads of national agencies for the blind and professional staff members

Chairman: A. N. Magill, M.A., Supervisor of Field Services for Ontario, Canadian National Institute for the Blind, Toronto, Ontario

The Contributions of a National Agency to the Work for the Blind
Captain M. C. Robinson, National Director for Western Canada, Canadian National Institute for the Blind, Vancouver, B. C.

The Contributions that a State Agency Should Expect to Receive From a National Agency
Dr. Francis J. Cummings, Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

The Training and Placement of Competent Blind People in Executive Positions in Our Profession
Miss Kathern F. Gruber, Assistant Director, American Foundation for the Blind, Inc., New York, New York

Journal

MUSIC COMMITTEE *(Parlor C-41)*

Chairman: Herbert C. Treneer, Chairman, Advisory Music Committee, Canadian National Institute for the Blind, Toronto, Ontario

A New Piano Tuning and Repair School at the Missouri School for the Blind
Robert Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri

A New Method of Publishing Popular Music in Braille
Connie Anderson, Columbus, Ohio
(To be read by Everett R. Steece, Superintendent, State Services for the Blind, Columbus, Ohio)

Opportunities in the Entertainment and Concert Field
William W. Nichols, Utah Commission for the Blind, Salt Lake City, Utah

Piano Service as a Profession for the Blind
W. Harold Bleakley, Vocational Specialist, Pennsylvania Association for the Blind, Pittsburgh Branch, Penna.

Musical Training as a Practical Service to the Blind
Dr. Charles Beetz, Director of the School of Music, New York Association for the Blind, New York, New York
(To be read by Miss Marian Held, Director of Direct Services, New York Association for the Blind, New York, New York

Sightless Teacher and Sighted Student
Professor Gabriel Cusson, Quebec Conservatory of Music, Montreal, Canada

Piano Solo: Mrs. Tessie Jones, Home Teacher, Utah Commission for the Blind, Salt Lake City, Utah

GENERAL SESSION

FRIDAY, JULY 14, 1950

MORNING—9:00-12:00

EMPIRE ROOM

Report of American Foundation for the Blind
M. Robert Barnett, Executive Director

BUSINESS MEETING

Report of Board of Directors of A.A.W.B.

Report of Necrology Committee
Hulen C. Walker, Chairman Legislative Analyst, American Foundation for the Blind, New York, New York

Report of Treasurer
Lemont Hackett, Treasurer, Supervisor, Home Service Department, Maryland Workshop for the Blind, Baltimore, Md.

Report of Board of Certification of Home Teachers
Murray B. Allen, Chairman, Eexcutive Secretary, Utah Commission for the Blind, Salt Lake City, Utah

Report of Resolutions Committee
Francis J. Cummings, Ph.D., Chairman, Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

New Business—Amendments to Constitution

Invitation to Next Convention

Adjournment

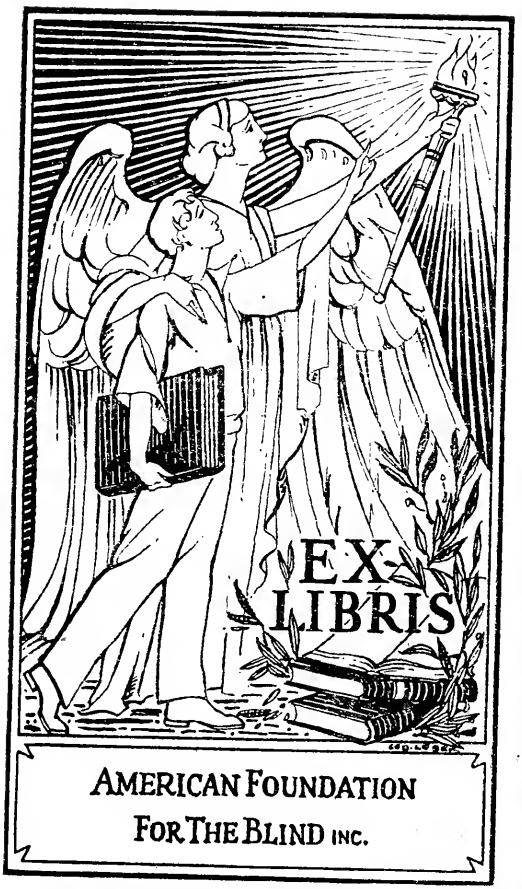
HV1788 c. 5
A
American Association of Workers
for the Blind, 1950.

Date Due

HV1788 c. 5
A

AUTHOR
American Association of Workers
TITLE
for the Blind, 1950.

DATE LOANED	BORROWER'S NAME
MAY 3 '67	Martha Jordan



15 WEST 16th STREET
NEW YORK, N. Y., 10011

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PROCEEDINGS

OF THE

TWENTY-FIFTH CONVENTION

OF THE

American Association of Workers for the Blind

Sheraton Plaza Hotel

Daytona Beach, Florida

June 24-29, 1951

Price $4.00

PRINTED IN U S.A.

OFFICERS AND COMMITTEES
1949-1951

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*Roy Kumpe, Little Rock, Arkansas ..... First Vice-President
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Alfred Allen, New York, New York ..... Secretary-General
*Lemont Hackett, Baltimore, Maryland ..... Treasurer

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Vacant	b	
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*Charles D. Grover	d	Term Expires 1953
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*Col. E. A. Baker, M.C., O.B.E.	f	Term Expires 1951
Robert Lambert	g	Term Expires 1951
Miss S. Ruth Barrett	h	Term Expires 1951

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*Arthur N. Magill	f	Miss Elizabeth L. Hutchinson
Robert H. Thompson	g	Egbert N. Peeler
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Joseph Billy Delbridge — Byron M. Smith
*Hulen Walker

*Visually Handicapped.

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*Sharon R. Cromeenes
*George J. Emanuele
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*Edward W. Jenkins
*John A. Meldrum
Mrs. Edith C. S. Simpson
Robert H. Thompson
*W. Stanley Wartenberg

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Alfred Allen
*R. W. Beath

COMMITTEE ON COOPERATION WITH AAIB

*Roy Kumpe, Chairman

*Col. E. A. Baker, MC., O.B.E.
H. A. Wood

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*Francis B. Ierardi, Ex officio
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TABLE OF CONTENTS

PAGE

OFFICERS AND COMMITTEES, 1949-1951 iii

LIST OF SPEAKERS ix

TWENTY-FIFTH CONVENTION—OPENING SESSION 1

PAPERS PRESENTED AT GENERAL SESSIONS

Co-ordination of Federal Services for the Blind

A Federal Viewpoint—Miss Mary E. Switzer 2

A State Viewpoint—Harry E. Simmons 7

Is There a Central Professional Discipline Involved in Service to the Blind 11
Miss Elizabeth M. Maloney

Casework—A Specialty in Working with the Homebound Blind 14
* Milton H. Klein (read for)

Home Teaching—A Specialty 16
* Miss Sophy L. Forward (read for)

Hows and Whys of Good Personnel Selection 20
Miss Georgia Lee Abel

Principles and Aims of Vocational Guidance 24
James A. Martin

Vocational Guidance Programs in Schools for the Blind 26
Finis E. Davis

Vocational Guidance and Training Needs in Schools for the Blind As Seen from the Standpoint of Work with the Adult Blind 29
* Harry J. Spar

Report of the American Foundation for the Blind 33
* M. Robert Barnett

GROUP SUMMARIES

Group A Byron M. Smith 40

Group B Mrs. Madeline McCrary 41

Group C * Miss Mary E. Rowell 41

Group D * Jake Jacobson 42

Group E Mrs. Lee Johnston 43

Group F Miss Elizabeth L. Hutchinson 43

Group G Egbert N. Peeler 44

Group H Howard M. Liechty 44

Group I William H. Hathaway 45

Music Committee * Herbert C. Treneer 49

*Visually Handicapped.

PAPERS PRESENTED AT GROUP MEETINGS

PAGE

The Present-Day Challenge of a Modern Voluntary Agency for the Blind 52
Philip S. Platt, Ph.D.

The Employer's Viewpoint in Employing Blind and Visually Handicapped Workers 59
J. Arthur Johnson

The Importance of Home Industry to Rehabilitation 66
* Miss Julia Lawson

Rehabilitation of the Rural Blind 68
George Owens

Preparation of the Blind Person for Employment 70
W. R. Young

Employer Attitudes Toward the Use of Sightless Labor 72
* Bob McKnight

Post Placement Service to Client and Employer 73
* Charles B. Grider

Development and Expansion of Employment Opportunities for Blind Persons 75
* J. H. Chappell (read for)

How Can the Social Caseworker Help in Making Home Teaching Available and Effective with the Client 79
Miss Elizabeth M. Maloney

My Experience in Conducting a Christmas Tree Sale for the Benefit of the Blind 83
Joseph Billy Delbridge

Where Are We in Teaching the Blind to Travel Alone 84
* W. Harold Bleakley (read for)

A Review of Travel Methods—Their Advantages and Disadvantages 86
* Frederick W. Ave-Lallemant

Some of the Important But Less Obvious Values of Physical Orientation and Foot Travel for the Blind 89
Harold Richterman

Possible Contributions of the National Agency for the Blind in the United States 91
* Hulen C. Walker

The Place For and the Value of the Private, State-Wide Organization for the Blind 93
* Philip N. Harrison

The Value and Scope of a Single Private Service Organization in Work for the Blind in Canada 98
F. H. Flinn

*Visually Handicapped.

PAGE

The Contributions Which Organized Blind People Make to Work for the Blind in Canada 100
* Mrs. Sadie Brooks Bending

Special Recording for Student and Professional Needs 103
Mrs. Mildred C. Skinner

World Braille 107
Miss Marjorie S. Hooper

Something About Merchandising 114
Warren Foster

Present Vending Stand Programs and the Outlook for the Future 116
* M. I. Tynan

The Art of Piano Tuning 122
* Sandford Leppard (read for)

How Fares the Blind Organist and Why 123
* Harry J. Ditzler

Opportunities and Problems of the Sightless Music Teacher 125
* John Meldrum (read for)

Method of Transcription for Popular Music 129
* Robert Robitaille (read for)

Popular Music 130
* Connie Anderson (read for)

BANQUET AND PRESENTATION OF SHOTWELL MEMORIAL AWARD

Minutes of Annual Banquet 132

Presentation Speeches:

* J Robert Atkinson 132

* Peter J. Salmon 133

Acceptance Speech:

* Helen Keller 136

COMMITTEE REPORTS

Report of the Nominating Committee (and Election of Officers) 138

Report of the Board of Directors 138
Alfred Allen

Report of Necrology Committee 139
* Joseph Jablonski

Report of Auditing Committee 142
Everett R. Steece

Report of Legislative Committee 143
* Peter J. Salmon

*Visually Handicapped.

PAGE

Report of the Board of Certification of Home Teachers of the Adult Blind 148
* Murray B. Allen (read for)

Report of the Resolutions Committee 149
* Francis J. Cummings, Ph.D.

Report of the Joint Uniform Braille Committee 152
Miss Marjorie S. Hooper

Report of Civil Defense Committee 153
* Frederick W. Ave-Lallemant

BUSINESS MEETING

Reports (See above)

Invitations for 1952 Convention 155

Motions from the Floor 155

Messages Received 155

Installation of Officers 156

Adjournment 156

Registration Statistics 156

MEMBERSHIP ROSTER AND STATISTICS

Membership Roster, 1951 157

Membership Statistics, 1951 174

DIRECTORY OF NATIONAL AGENCIES FOR THE BLIND

American Association of Workers for the Blind 175

American Association of Instructors of the Blind 176

American Bible Society 177

American Foundation for the Blind 178

American Printing House for the Blind 180

Braille Institute of America, Inc., ... 181

Canadian National Institute for the Blind 182

The Christian Record Benevolent Association, Inc. 183

Hadley Correspondence School for the Blind 184

Howe Memorial Press 185

Clovernook Home for the Blind 185

John Milton Society for the Blind 186

Matilda Ziegler Magazine for the Blind 187

National Braille Press, Inc. 188

*Visually Handicapped.

PAGE

National Council Protestant Episcopal Church 189
National Industries for the Blind 189
National Society for the Prevention of Blindness 190
Royer-Greaves School for the Blind 190
The Seeing-Eye, Inc. 191

PROGRAM OF TWENTY-FIFTH CONVENTION OFFICERS AND COMMITTEES, 1951-1953

Program of Twenty-Fifth Convention 192
Officers and Committees, 1951-1953 200

LIST OF SPEAKERS

Abel, Miss Georgie Lee 20
Allen, Alfred 138
* Allen, Murray B. 148
* Anderson, Connie 130
* Atkinson, J. Robert 132
* Ave-Lallemant, Frederick W. 86, 153
* Barnett, M. Robert 33
* Bending, Mrs. Sadie Brooks 100
* Bleakley, W. Harold 84
* Chappell, J. H. 75
* Cummings, Dr. Francis J. 149
Davis, Finis E. 26
Delbridge, Joseph Billy 83
* Ditzler, Harry J. 123
Flinn, F. H. 98
* Forward, Miss Sophy L. 16
Foster, Warren 114
* Grider, Charles B. 73
* Harrison, Philip N. 93
Hathaway, William H. 45
Hooper, Miss Marjorie S. 107, 152
Hutchinson, Miss Elizabeth L. 43
* Jablonski, Joseph 139
* Jacobson, Jake 42

*Visually Handicapped.

PAGE

Johnson, J. Arthur 59
Johnston, Mrs. Lee 43
* Keller, Helen 136
* Klein, Milton H. 14
* Lawson, Miss Julia 66
* Leppard, Sandford 122
Liechty, Howard M. 44
Maloney, Miss Elizabeth M. 11, 79
Martin, James A. 24
McCrary, Mrs. Madeline 41
* McKnight, Bob 72
* Meldrum, John 125
Owens, George 68
Peeler, Egbert N. 44
Platt, Dr. Philip S. 52
Richterman, Harold 89
* Robitaille, Robert 129
* Rowell, Miss Mary E. 41
* Salmon, Peter J. 133, 143
Simmons, Harry E. 7
Skinner, Mrs. Mildred C. 103
Smith, Byron M. 40
* Spar, Harry J. 29
Steece, Everett R. 142
Switzer, Miss Mary E. 2
* Treneer, Herbert C. 49
* Tynan, M. I. 116
* Walker, Hulen C. 91
Young, W. R. 70

*Visually Handicapped.

SUMMARY OF CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

OPENING SESSION

Sunday, June 24, 1951—9 P. M.

The Convention was called to order by Mr. Harry F. Simmons, Executive Director of the Florida Council for the Blind, our Host, and Rabbi Henry Okolica of Temple Israel offered an Invocation, followed by addresses of welcome by Mr. Paul E. Raymond, Member, Florida Council for the Blind, Mr. Robert Tracey, Administrative Assistant speaking for the Honorable Ollie Lancaster, Mayor of Daytona Beach, and Mr. Harold Zimmerman, Chairman, Sight Conservation and Aid to the Blind Committee of the Daytona Beach Lions Club. A telegram of welcome from Governor Fuller Warren was read, and then followed a Response by Mr. Roy Kumpe, First Vice-President, and an address by Mr. Francis B. Ierardi, President.

Approximately 450 people were in attendance at this opening meeting.

PAPERS PRESENTED AT

GENERAL SESSIONS

COORDINATION OF FEDERAL SERVICES FOR THE BLIND—A FEDERAL VIEWPOINT

MISS MARY E. SWITZER

Director of the Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

A mere 167 years have elapsed since Valentin Haüy pioneered the planned education of the blind by establishing his school in Paris for blind children. Barely a century has passed since Louis Braille extended the printed word to the blind through the revolutionary system which bears his name. Indeed, March 28 marks the hundredth anniversary of the death of this genius whose legacy to mankind still lights the lamp of learning for the blind throughout the world. Only since the days following the first World War has vocational rehabilitation of blind men and women taken root in our social consciousness.

Looking backward, these milestones of the recent past loom large in history's reckoning. But looking ahead, they are dwarfed by the tasks that still remain to be done.

Didymus of Alexandria, Homer of Greece, Milton of England, and Helen Keller of our own land—to mention a few great names who have left indelible marks on the pages of history—achieved greatness against odds that were all but overwhelming. We do not think of them as handicapped today. We only remember their contributions to the mainstream of history; but they thought of themselves as handicapped. Milton's classic line in his sonnet on blindness—"They also serve who only stand and wait"—is the prayer from the soul of all severely disabled who feel that life passes them by. One of Helen Keller's latest messages proves her deep consciousness of the burden of being different, of being blind in a sighted world.

Perhaps the depths of the feeling of separation goes not so much with the condition itself but with the attitude of society that sets apart its members who deviate from the norm. Only historically do we honor the revolutions of our time.

Such were the handicaps which stifled initiative and inhibited hope among the blind. And these were the odds against which occasional genius triumphed along the broadening pathway of social development.

Even today we have not eliminated entirely the misconceptions of blindness which too often pervade popular thought. Handed down from antiquity, these are deeply rooted in segments of the public mind. But we do have a fund of knowledge that is steadily breaking down barriers raised by ignorance, apathy, and thoughtlessness. We do have a firmly established concept, now translated into specific programs, to help the blind among us to help themselves. Our society, despite

the survival of long outmoded beliefs, now gives positive recognition to its obligation to those of its members who live with physical or mental handicaps.

Recognition of this social obligation is not based on humanitarian considerations alone. There are also selfish motives: you have heard of them many times. We cannot reasonably afford to support the handicapped—including the blind—in unwanted idleness. We need their productive effort in our economic activity. We need their taxes, to help support a government whose requirements for national security are becoming increasingly heavy.

But there is something even greater than these material needs which our investments in human welfare might bring us. We need equal opportunity for every man to rise to the heights to which his abilities can carry him. Society would gain immeasurably from the wisdom of others like Homer, or Milton, or Helen Keller, whom your organization is so appropriately honoring. In this age when popular education is widely diffused, we have a clear obligation to equalize the opportunities of our blind citizens with those of the seeing. When this is fully accomplished, then society will be repaid through the talents and leadership of greatness which will emerge from among our blind citizens of tomorrow.

Vocational rehabilitation is fundamental to the equalization of opportunity for the blind. The magnitude of our task in this connection is suggested by the estimates of 260,000 blind persons in the United States, one fourth of whom we believe could be rehabilitated. The difficulties inherent in our task can be better appreciated if we keep in mind that each of these 260,000 is an individual human being: each is entitled to consideration, and each one for whom rehabilitation is undertaken must be treated in accordance with his own specific needs.

That we have only scratched the surface in exploiting the possibilities of rehabilitation is indicated by the number of blind persons gainfully employed in this country. It is conservatively estimated that 18,000 are now employed, with five to six thousand holding competitive industrial jobs, 3,300 in sheltered work shops, 2,000 in vending stands and other small businesses, two to three thousand in agriculture, and the balance in the professions and home industries.

A statistical measurement of the challenge which we face in rehabilitating the blind lies in the estimate of 22,000 Americans who lose their sight each year. Vocational rehabilitation agencies are now serving a number equivalent to from a third to a half of all persons within the age groups of normal employment who lose their sight each year. This has been true since the enactment of Public Law 113. It compares with the services extended to the equivalent of only one fourth of the employable people who are disabled each year other than by blindness.

This position of leadership was well earned. The entire field of vocational rehabilitation owes much to the agencies and the workers serving the blind. Their support of legislation for vocational rehabilitation has been invaluable, and their pioneering in the development of sheltered workshops and home teaching has given us techniques of lasting value in the rehabilitation of all categories of severely disabled.

Much of the progress in work for the blind—in public as well as in private and voluntary agencies—has grown out of early pioneering by agencies organized and managed in individual communities long before government entered the field. The very existence of pioneering private and voluntary agencies signifies that needs for the benefits they could offer were felt by the communities which brought them into being.

The need for private and voluntary agencies is a continuing one, and these agencies remain a vital force in rounding out services required by all of our blind citizens. Today's demands require the combination of public and private agencies working together in their respective areas toward common goals.

State rehabilitation agencies benefit immensely from the existence of privately operated workshops, where work tolerances of the blind can be established, where practical training can be offered, and where blind persons unsuited to competitive employment can be gainfully occupied. Important and mutually advantageous cooperation is manifest in the purchase of training and adjust-

ment services from private agencies for clients of the State-Federal vocational rehabilitation system.

The private and voluntary agencies—through participation in management functions by members of the communities they serve—make a tremendous contribution to public acceptance and support of work for the blind. The importance of this mobilization of community resources for our common cause cannot be overestimated.

Continued progress in this field must be based upon a thorough understanding of the needs of the blind, and those needs must be translated into specific objectives and specific programs. I would like to discuss with you some of these needs as we in the Office of Vocational Rehabilitation conceive them, and describe some of the measures which I feel must be taken to increase the number of blind men and women able to participate more fully in our economic life.

The greatest problem in connection with rehabilitating the blind is not placement in jobs. This is a difficult phase of the effort, as every placement worker with experience in this field knows. It requires an intimate knowledge of the work under consideration, of the limitations imposed by blindness, and of the individual capacities of the blind rehabilitants who are to be placed. In addition, it often requires salesmanship of the highest order. But despite these exacting demands and the difficulties encountered in meeting them, we consider the problems of providing adjustment services to be even greater than those of placement.

The vocational rehabilitation of the blind, along with that of other categories of severely disabled, places great emphasis upon the fact that this program is far more than an employment service based upon selective placement. It has become unmistakably clear that virtually every blind man or woman who is to be rehabilitated needs adjustment services. Indeed, these services are almost inevitably a prerequisite of successful placement. There are few blind persons, regardless of vocational objectives, who could not benefit by services to increase the efficiency of their daily living.

Recognition of this need has led the Office of Vocational Rehabilitation to make careful appraisals both of the extent of the requirement for this type of service and the means for making it available. This effort has further cemented the fine working relationships that we enjoy with the private and voluntary agencies which share our interest in this field. Our co-sponsorship with the American Foundation for the Blind of the first national conference on adjustment centers, held last February, resulted in the compilation of the best experience and thinking of technical personnel actively engaged in providing this type of service to the blind.

I believe that adjustment services in centers must be made available to a far greater number of blind persons than are now being served in this manner. To make this possible, we will need not only a larger number of centers, but a more intensive use of those now in existence. Many of these should be enlarged, and utilized more extensively on a regional basis. There are many States wherein the population may never warrant the establishment of adjustment centers. But by pooling of resources on a regional basis, and by the establishment of increased patronage of existing centers on the basis of efficiency rather than political boundaries, much of the current need can be met. In this way the services offered by the modern adjustment center, whether publicly or privately operated, can keep pace with the increasingly complex demands of daily living.

It is not possible now—and it may never be possible—to provide all adjustment services in adjustment centers. Adjustment in the home, along with teaching in the home, probably will remain as an important service to the blind. Indeed, there are some individual cases wherein it might be more beneficial to provide the service in the home rather than in a center. Regardless of which method is used, it is of critical importance to our program that this important case service be of the highest possible quality.

In too many instances the unavailability of suitable educational facilities for technical training constitutes a serious bottleneck in the rehabilitation of the blind. This is an ironic fact in our land of universal and free education. It is so not because of any acute shortage or overcrowding of vocational schools, but rather it is the result of policies

which deny blind students the right to receive training in many of these tax supported institutions.

Experience has proven that the vocational school is the most logical resource for rehabilitation agencies to employ in obtaining for their clients the basic skills and technical knowledge essential to employment in the industrial field. This is being done with very fine results where the doors of the public vocational schools are open to the blind.

Unfortunately, there are many areas where those doors are kept closed by a lack of understanding on the part of responsible officials. While the operation of public schools is properly a local responsibility, nevertheless we have an obligation to educate the officials concerned—as well as the general public—to the needs and the capabilities of our blind citizens.

Many general public grade schools and high schools, and colleges throughout the Nation, teach the blind along with the seeing. If blind persons can hold jobs in industry—as thousands of them are doing—then they should learn their skills side by side with fellow students who can see.

The Office of Vocational Rehabilitation, in cooperation with the Office of Education, has published an Instructional Guide for use in vocational schools providing training for blind persons. The principles set forth in this highly useful manual for application of "patterns of safety" in metal and woodworking shops are applicable to all mechanical training for blind students.

It is extremely important that more vocational schools provide this training to our blind youth. Existing discrimination, no matter how innocent or well meaning, is wasteful of our precious human resources. Not only should vocational courses in metal trades and wood-working be thrown open to the blind, but all courses in which experience shows that the blind can benefit should be available to them. Only recently a field trip by one of my staff resulted in the opening of vocational school classes in the bakery, film development, upholstery, and aircraft engine shops to blind students.

My interest in the vending stand program goes back to the days when I was with the Treasury Department, long before there was a Randolph Sheppard Act. It was my privilege to participate in some of the early and informal efforts to bring about the establishment of vending stands operated by blind men and women in Federal buildings. Naturally, the progress which has been made since those days is particularly gratifying to me.

Mr. Maurice Tynan, the Chief of our Services for the Blind, will discuss the vending stand program in detail in the appropriate session tomorrow. However, even at the risk of touching upon features of this program which some of you will hear from him, there are certain points that are so important that I wish to give them added emphasis.

First, let us not lose sight of the fact that vending stands are businesses, and that blind persons need careful preparation for any business that is to succeed. It is not enough, in the conduct of this program, merely to bring together a blind man or woman, a favorable location, and some stock.

The blind vending stand operator must be given essential adjustment and vocational training to qualify him to conduct his business. Selection of locations—in some regions a bottleneck—must be done on a sound business basis with the use of scientific methods of anticipating potentials. Where management services are provided, these must meet the standards of good business practice. The individual stands need sighted supervision—they need "eye appeal" in effective merchandising displays.

The vending stand and business enterprise programs both offer great potentials which can create means of livelihood for many more blind men and women than are now engaged in this field. In the Randolph-Sheppard Act, the Congress established an example which might well be considered by many more of the States. We must redouble our efforts to broaden these programs, and to encourage the establishment of vending stands in more industrial plants and federal and non-federal locations.

Our regulations pertaining to the business enterprise program constitute an outstanding example of federal regulations developed to strengthen the hand of the local administrator. These regulations give full recognition to the need for flexibility in the operating requirements of private agencies. Developed

after more than ten years' experimentation in a dozen or more States, they are based upon careful studies of results. Largely as a consequence of mutual cooperation in this area between public and private agencies, more employment opportunities for blind persons in the business enterprise field are being developed and maintained than was ever possible before.

The quality of counseling in all programs for the rehabilitation of the blind is one of the major interests and concerns of the Office of Vocational Rehabilitation. Because counseling is a vital element in the real success of rehabilitation programs, because its quality may not be measured by statistics alone, and because it so vitally affects the lives and well being of our blind clients, it constitutes an area of activity which should receive continuous study and supervision.

If we are to increase the proportion of blind rehabilitants who enter professional fields—and I am firmly convinced that this should be done—we must depend in large measure upon the counseling process to uncover the abilities and fire the ambitions of certain of our clients to achieve these goals.

At the same time we must preserve that caution which is essential to avoid the pitfall of unrealistic vocational objectives beyond the reach of the average ability. To move safely along the fine line which differentiates between a course of restraint that would deny opportunity to the outstanding and one which would push the less capable beyond their limits, is the constant challenge to the counselor of the blind.

An estimated hundred thousand of our blind population live in rural areas. I feel that too little has been done for this portion of the blind, and that more effort is needed to develop effective placement patterns in agriculture. Since blind men and women conform to customs and habits that affect all of us, it is reasonable to believe that those who have spent all or most of their lives in rural settings would be reluctant to consider vocations in unfamiliar surroundings.

The rural program, limited though it is in scope, has shown excellent results. The suitability of agricultural pursuits for qualified blind persons has been firmly established both by our rehabilitants and by blind men and women who have worked on farms without benefit of our services. I believe that, if rehabilitation were fully available, as many as 25,000 blind workers could be prepared to perform needed and useful work in American agriculture.

Training of individual staff members is a responsibility which we in the Office of Vocational Rehabilitation gladly share with the State members of our partnership. We have conducted numerous training institutes in the field since 1944, and we will continue to provide this type of support to State agencies in the future. In addition, we stand ready to assist in personnel training by arranging for selected personnel to receive individualized training with our Washington staff.

Our training institutes, conducted on a sectional basis, have disseminated valuable technical information on industrial, professional, and agricultural placement techniques. In conducting these institutes we have been guided by the needs and recommendations of State agencies, and we have drawn heavily upon such community resources as trade schools and local industrial plants for actual laboratory demonstration.

Like all agencies in this field, both public and private, the Office of Vocational Rehabilitation operates with a very small staff in relation to the magnitude of its objectives in the rehabilitation of the handicapped. We must organize to get the most out of each staff member. By making all of the resources of our organization available to each section or program as necessary, we are able to employ the various disciplines represented on our staff to the maximum advantage.

The Services for the Blind Branch, for example, can draw upon a statistical organization that is endowed with a rich background of research in the entire field of rehabilitation. It can utilize the services of consultants in medicine, social work, psychology, and counseling whose experience embraces every aspect of rehabilitating the handicapped. Its doctrines are disseminated by specialists who have built up relationships with agencies and media of communication across the Nation. Through well established channels of liaison, our Services for the

Blind maintains close relationships with other governmental agencies with common interests. These includes the Veterans Administration, the Department of Labor, the Library of Congress, and especially the members of our Federal Security family—the Public Health Service, the Bureau of Public Assistance, and the American Printing House for the Blind.

While endeavoring to do the best with the resources available to us, we are never satisfied that still better methods, techniques, or organizational structures cannot be evolved. Our self-examination and quest for self-improvement are continuous. Long experience in this important field has produced a team which, above all else, is sincere and open minded.

We welcome constructive criticism and advice, from whatever source. Reconsideration by the Congress of the whole field of services to the blind—including vocational rehabilitation—may well confirm the validity of existing methods, or show us better ways of doing our job.

The common goal of all agencies serving the blind—public or private, State or Federal—is to provide better rehabilitation and related services to more people. In this common effort, differences in opinion and outlook have not retarded the growth of the magnificent cooperation through which the efforts of public and private agencies serving the blind complement one another.

With a growing need for manpower in all categories for the requirements of national defense, our agencies and the blind we serve share an opportunity and an obligation to help man farms and factories in this hour of growing need.

Here is a new chance to break down barriers of ignorance and prejudice which have denied opportunity to the blind. Here is a new chance to prove anew the worth of the blind worker in the small shop as well as the great industrial plant, and in the professional pursuit as well as on the assembly line. And here at last is a golden opportunity to overcome restrictions which in some areas prevent qualified blind persons from serving as teachers or in other professional capacities.

I know that these goals will be difficult of attainment. I know that shortages of personnel, and funds, and facilities throw obstacles in our path. But all of us who are dedicated to achieving these goals, for the blind and for all the handicapped, can have as our motto the famous words of Ulysses—"To strive, to seek, to find, and not to yield."

COORDINATION OF FEDERAL SERVICES FOR THE BLIND—A STATE VIEWPOINT

HARRY E. SIMMONS

Executive Director, Florida Council for the Blind, Tampa, Florida

After superficial contemplation of the subject assigned to me for this program, "Coordination of Federal Services for the Blind," my first reaction was one of dismay and confusion. I realized, of course, that it simply meant the desirability of activating a Federal Bureau, Department or Commission for the blind and giving to it the administrative responsibility for some or all of the services now scattered throughout many Federal branches, including special privileges granted the blind by permissive legislation, dollar and non-dollar services—to borrow a term from Robert Barnett. At first glance, such an action seemed to clash with my basic philosophy of work for and with the blind. My philosophy, common to many others, is based on the self evident premise that the blind are just people to be integrated into a sighted environment and community at their level in both work and social activities. Thus, it appeared to advocate the segregation of services for the blind while I am crusading for the non-segregation of blind people.

This initial reaction was only very temporary, however, as a more searching examination revealed the flaw in my reasoning—the identification and confusion of agencies and services with humans.

Obviously, the only valid justification for the coordination of Federal services for the visually handicapped would be the anticipation of more or better services.

Prior experience in Federal or related employment convinces me that the blind are getting no more or no less than other citizens enjoying or not enjoying Federal blessings. Impartial evaluation leads to the conclusion that Federal work for the blind is not the runt of the litter doomed to suckle diminishing nourishment from the hindmost milk dispenser.

So, if we desire more and better Federal services we must proceed on another theory—and I offer the one related to an invention of 10,000 years ago and the beginning of industrial evolution—the wheel—which is alleged to get desired fat on its competitive axle only when it emits anguishing squeals of distress. Therefore, if a centralized unit for the blind can produce louder and funnier squeaks that will secure prompt attention—then I am for it and I believe that it would, since it considerably simplifies the pressure technique so apparently successful in Washington. My approval though, is qualified by certain exceptions and safeguards which I will mention later. Maybe it would be helpful at this time to very briefly review the various services offered at the Federal level:

1. Services offered by the Library of Congress, Division for the Blind. This is certainly a valuable service with an annual appropriation of more than a million dollars and provides for the blind publications in raised letters, talking book recordings and talking book machines. It provides no money to the states and thus, must be considered a non-dollar service.
2. The United States Employment Service, Services for the Blind. The Wagner—Peyser Act creating this service provided that a small percentage of the appropiation be utilized for special services among which is found counseling and placement services for the blind. As a former local office official of this agency I can assure you that this is lip service and window dressing when not coordinated with trained personnel from vocational rehabilitation programs. Had a blind person ever entered my field office and asked for a job the sound of falling bodies of fainting staff would have scared him into a non-feasible risk.
3. Office of Vocational Rehabilitation. Provides a wide range of vocational rehabilitation services under the Barden LaFollette Act and the administration of a program of vending stands in Federal and other buildings as provided in the Randolph Sheppard Act. These are very important dollar services and I presume them to be well known to all present.
4. American Printing House. Through a yearly Federal appropriation it specifically provides free school books and related tangible apparatus for blind children enrolled in schools.
5. Treasury Department. The Amended Federal Revenue Act of 1943 provides an additional personal exemption of $600 for blind persons. This would be identified as permissive legislation or non-dollar service, if indeed, it can be legitimately termed a service.
6. Inter-State Commerce Commission. A permissive act in 1927 amended the Inter-State Commerce Act permitting a blind person and his guide to travel on common carriers for one fare.
7. Veterans Administration—Under several Public Laws this Federal agency renders to blinded veterans an extensive variety of services some of which are limited to service connected disabilities. These range from complete vocational rehabilitation services to generous compensation and insurance benefits. This constitutes a dollar service to a limited category.
8. Labor Department, Wage and Hour Division. The Fair Labor Standards Act of 1938 grants certain exceptions and privileges for the blind in employment training and in certifying sheltered workshops.
9. Bureau of Federal Supply. The Wagner—O'Day Act of 1938 provides for government purchase of blind made products meeting Federal specifications and determined to have fair market price. The National Industries for the Blind was designated as the national facility to handle distribution of Federal orders.
10. The United States Office of Education,

Division of Instructional Services. In 1930 this governmental unit started giving consultative services on special instructional methods and guidance procedures to schools for the blind and also to partially seeing children in public day schools.

11. Federal Security Agency, Bureau of Public Assistance. Categorical relief is provided to needy blind persons under Title 10 of the Social Security Act. Grants are made to states on a matched money basis and one-half of the states administration costs are paid with Federal dollars. These funds when matched with State money provide a probable national average grant of about $40 per month to meet the daily living needs of an indigent blind person—and I do not need to assure you that only the minimum needs are met. Much controversy has centered around this Act in relation to its discouragement of employment and some corrections have recently been made.

A hasty glance down this list of services and special privileges immediately reveals one or several that for administrative or other reasons, probably would not fit comfortably into an integrated unit. As just one illustration, I point to the services for blinded veterans, presently under the jurisdiction of the Veterans Administration. Some of the privileges listed above, provided by permissive legislation appear to necessitate no supervision or administration—yet there could be and have been ambitious young government attorneys who, apparently for reasons of ego, render dubious, weird and restrictive interpretations of the Public Law, thus exhibiting trifocal insight into the minds of Congress.

It sounds reasonable that an integrated unit of Federal Services with the aid of national private agencies, could be assigned a guardian role over the benefits of the permissive acts listed above.

A studious perusal of some of the other services outlined before, leads to the conclusion that a streamlined coordination of activities would be both feasible and beneficial to our field of work. Dr. Francis J. Cummings in a speech made in Pennsylvania in 1948 listed eight definite reasons in a plea for coordination and W. Harold Bleakley in a paper presented at AAWB in 1947 pointed out duplication of effort, service inadequacies and increased program costs in advocating unification.

I, therefore, endorse in principle the idea of coordinated services, but at the same time, I must admit awareness of one or two possibly unfavorable factors in such an arrangement. We would then have many eggs in one nest and the all powerful administrator could rear a queer family of birds. Also, if public assistance were included in the agency there is the danger, as Mr. Bleakley pointed out in 1947, that the large appropriation necessary for that service might adversely affect the prestige and funds for the other services. The best safeguard against such danger is a strong national private agency, or agencies, of and for the blind. I am totally unprepared to offer a workable chart of organization for an integration of Federal services for the blind—in fact, I feel that is a task beyond the capacities of any one man and I am sure it would prove a challenging job for a well balanced and informed Committee.

Furthermore, I do not believe that all of the information necessary for the work of such a Committee is presently available. An architect must be given certain facts before he can prepare plans and the blue print must be in the hands of the construction engineer before he can construct the building. Likewise, we must have certain pertinent facts before the planning stage. I firmly believe that H. R. 4079 prepared by Congressman Boggs of Delaware and introduced in the House May 14th of this year is the answer to step one and provides for a Fact Finding Committee to search into work for the blind from the national down to the local level to determine what is and what is not being accomplished and what constitutes the unmet needs of the visually handicapped. The final report could very well contain the facts so necessary for the planning of an organizational committee charged with the responsibility of blue printing a coordinated service unit.

Many of us are convinced that a strong and vocal national private agency is of prime importance, and as I have mentioned before

could be an adequate safeguard against abuse, but that private agency can be no more effective than the support we give it, and in our own support we must stop thinking in terms of peanuts, stop sending our reports and requests to the public by carrier pigeon and combat any feelings of defeatism. I will not subscribe to the theory that unfavorable attitudes toward the blind, by the sighted, are so deep seated and emotional that they are not susceptible to any appreciable change. Attitudes *can* be changed! Just a few years ago the public's attitude toward venereal diseases was definitely anything but unprejudiced. Now, it not only is universally discussed but is recognized to the point that veterans of World War II are paid compensation for disabilities resulting from venereal disease contracted during active war time duty. This change of attitude was by no means accidental.

We will not have coordinated Federal services or any other national betterments except through intelligently aggressive efforts and determination to stay abreast of other fields of work allied to our own. During the last few weeks while thinking about this paper I conscientiously monitored the radio, read news items and agency pamphlets. We have competition for the public's dollar to correct or ease human ailments. Foundations and Associations for the Heart, Cancer, Brain, Polio, Cerebral Palsy, Tuberculosis and others are functioning successfully. I heard one well known columnist and radio commentator state that six million dollars in contributions had been received by one of the organizations this last year. After a few days of close attention to my radio and newspaper I decided that every part of the human had a Foundation except the gall bladder and the liver and there were even rumors of them getting together. I in no way mean to imply belittlement of the work they are doing—it is splendid and they have able champions. Our job is to champion the cause of the blind and let us be sure we meet the standards and attainments of these closely allied movements. Coordination of Federal services for the blind would be a leap forward in strengthening our work, raising our standards of service and in pursuing a more effective public relations program.

I recently asked Mr. R. L. Thompson, experienced staff member of the Florida Council for the Blind, for his opinion on Federal services for the blind and his thoughts so closely parallel my own that I am going to quote his answer in part:

"An argument for integration at this time is to stimulate thought along this line with the hope that it will encourage a Congressional survey of the merits pro and con, with definite recommendations for the future. The study should not confine itself to Federal services alone, but should study experiences in states where an integrated program has, in a laboratory setting, been experienced for twenty-five years or more. Also, the study of the integrated programs of governmental services in other countries such as Canada and England. By weighing the results of such integrated programs against the result of our present unintegrated Federal Services for the Blind we can, without prejudice, and in the best interest of the nation's blind, expect sound recommendations."

Even though some of us are already convinced of the desirability of an integrated Federal service for the blind, let us carefully gather our facts and figures, reduce them to meaningful form and then be guided by the resultant report. When the report is on the table, I believe our action could well be directed by the quotation that lingers in my memory after the escape of the author's name —"God grant me the serenity to accept those things I cannot change, the courage to change those which I can and the wisdom to know the difference."

IS THERE A CENTRAL PROFESSIONAL DISCIPLINE INVOLVED IN SERVICE TO THE BLIND

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Is there a central professional discipline involved in service to the blind? Like many other questions, this leads to another query which must be answered first. Your presence here this morning denies that there is such a central skill, for you represent casework, home teaching, vocational counseling and industrial services. Yet almost every one of you, if asked what you do, would say "work for the blind." The essential core of interest which brings you here makes one wonder—is "Work for the Blind" a profession in itself, or is it a specialized area in the total picture of service to humanity, embracing many professions?

Throughout history, the blind have been set apart, either as beggars or in asylums, uneducated except as they could train themselves, feared, sometimes hated and always misunderstood. It was only in the last few hundred years, through the efforts of a handful of courageous and imaginative leaders, that the blind have become a real part of our everyday community. Up to that time, lack of sight seemed to rob the individual of all normal human rights. Today the blind are viewed as people rather than some special order of being. With such an emphasis, it follows that "work for the blind" must become "work with the blind." Therefore, it becomes an integral part of our normal community effort to meet special need of *any* group, be it the blind, the deaf, and those who are physically impaired through accident or illness.

Yet while we canot fairly call work for the blind a profession in itself, we must find in it certain generic concepts to which all the professionally trained members will subscribe. Let us try to define which are the basic elements we all need, and then look at the specific refinements of care as they have now developed. We agree that all areas of care are important. The relative needs in every community must determine which is most important to each agency.

In medicine there is a basic body of knowledge which must be known by every M. D.—biology, physiology, anatomy, chemistry, etc. However, beyond this there are the specialties, each one differing, such as orthopedics, surgery, ophthalmology. In our area of service, what is our anatomy, physiology, etc.? What is the basic skeleton which is the least we must know?

Would you agree that a good understanding of human behavior is the first generic concept? By understanding is meant much, much more than routine recital of the text books of psychology. It must be a living concept of behavior, not of the blind person but rather of the normal human individual. No two of us are really alike; yet no two of us are totally different. We all have the same basic desires in life, i.e., to have enough material goods to provide food and shelter, clothing and some opportunity, however slight, for recreation. We all desire to be loved and to give love to others. We all desire to do something well and to obtain recognition for it. These are basic desires or needs. The intensity of our desires and the way in which we attempt to satisfy them differ from one person to another and are conditioned by the type of personality we have. I think we'd all agree that personality is the totality of an individual's characteristics—characteristics which have been created through the interaction of the personal forces within the environment, such as parents, siblings and later, teachers, children in the group, co-workers, etc. Beyond the fact that the individual personality structure conditions his method of handling desires and needs, we must remember too that the object that we desire must appear to us to be good subjectively, even though objectively it would be very harmful.

To go back to our generic concepts—the first is an understanding of human behavior —second in importance is an understanding of the meaning of blindness.

Blindness in itself is a social problem in the sense that it makes the individual different from the great majority of the people among whom he lives. It is a problem in that it makes perception necessary through other senses in a world where more and more perception is offered through vision. The most important advances in educational methods, for instance that have been developed in the past 50 years, have been in the field of visual aids. Television as a form of entertainment, education and relaxation is to be found in one out of every eight homes in some parts of this country. In the last 20 years we have moved from the standard written magazine to a very marked emphasis upon the pictorial type of magazine and perhaps unfortunately, to a high degree of development of comic books as entertainment for both children and adults. We live in a sighted world, and this brings home to the blind person, continuously, the feeling of frustration because of his limitations.

We live in a hurried world. Time has become of great importance in working and in leisure. We live in a crowded world, huddled together in cities where ten families live in the same house and do not know each other as neighbors. This tends toward an isolation of the blind person, greater than would normally be expected in a more relaxed and free-flowing way of life.

These are the externals. They affect the blind person in his community, but beyond them, and much more important, are the immediate, personal responses to blindness which we can expect to find in any blind group in any time, in any age, in any culture. Blindness can have many meanings. To all it means the physical facts of inability to see, to move freely and surely on one's own, to rapidly distinguish people, places and things. It invariably means a certain amount of physical confusion and some degree of dependency. Beyond this the meaning of blindness to each individual is different, determined by social, cultural, religious, educational and environmental factors in his background. To the person born blind, sight is a word which can never be completely understood. To the elderly, uneducated person, it may be a frightening barrier which interrupts her accustomed way of life and activity. To the scholar it can mean a removal of all the satisfactions of reading, to the laboring man it is an absolute threat to his hope of livelihood. It shuts off the child and adult alike from the active companionship of others. It is important, too, in understanding the meaning of blindness, to know how much of it is conditioned by our knowledge of blindness before actual blindness occurs. Many writers have pointed out that in the lower animal blindness represents a disorganizing physical loss but one which is usually handled rather speedily through physical reorganization around the loss. Neither the animal nor his neighbors seem to consider blindness as something which creates any barrier to efficient living. It is only in man who has the higher faculties of intellect and will that blindness has such special meaning. It is through the centuries of conditioned attitudes towards the blind, as well as through our own involved emotional reactions that much of the great "difference" of blindness exists.

We have all inherited a certain amount of thinking and feeling about blindness. We have the concepts of the blind beggar, the blind seer, the blind genius, which have been stressed throughout the ages. We have, too, a feeling which is still very active in our society, that blindness is a punishment either of one's own or for one's parents' sins. Hopefully, we professional workers in the field of work for the blind will be beyond the influence of these cultural and emotional patterns. But we cannot expect the everyday individual on the streets, who has not been exposed to education in any opposite direction to be without some of this feeling, so that it often does constitute a problem to be overcome. The blind person has to deal with this in two ways; first of all, he must meet with his own conception of blindness which has been developed over a long period of time as a sighted person in connection with family, friends, schoolmates, working companions. He must likewise face the public's reaction to him as a blind person; and, as one psychiatrist put it so well, the American public is openly and blatantly curious about everybody else's business, particularly the physically unusual.

In the last few years, much has been writ-

ten about the "why" of sighted behavior towards the blind. There is no need for me to go into "atavistic" attitudes, or supply Freudian explanations, many of which I would strongly reject. Suffice it to say the blind are better educated towards the sighted than the sighted towards the blind. I could spend the entire time alloted just seeking out the meaning that blindness can have in its simplest terms, to people in various walks of life. And in so doing I would be presenting nothing new to any of you. However, there can be something new in how this meaning of blindness is used to help the individual who has become blind. It is certainly necessary, in determining the meaning of blindness, to set as a goal of service an adjustment which will in the fullest possible measure overcome the problem of blindness.

There is a philosophical axiom that the ultimate goal is the prime mover. If our ultimate goal in work for the blind is to eradicate the problems of blindness, then our first move has to be the development and understanding of a many faceted program capable of attacking and removing all the problems. There are those who say that if the blind can learn to travel safely their problems are solved. Are they? How many of the elderly blind have little need for travel but much need for pastimes? How many young blind, who travel easily, are neurotic, unhappy people?

To go back to our generic concepts we have now first the understanding of the meaning and motivation of human behavior; secondly, the understanding of the meaning of blindness. Third, in the generic knowledge which each professional worker should have, is the ability to form at least limited diagnosis about the blind person with whom the worker comes in contact. For instance, the general practitioner of medicine can distinguish enough eye pathology to refer a patient to an ophthalmologist. He might be able to make an exact diagnosis, or he might not, but in any event he would not ordinarily attempt treatment. He has only his generic knowledge of eye pathology. In the same way, a vocational instructor in a school for the blind may find a pupil who refuses to use his sense of touch. The teacher knows there has been enough instruction in tactual perception, but obviously it has not "taken." He knows something of the student and can gauge whether the lad is just disinterested, or whether this inability stems from a deeper rebellion. He can broadly diagnose that something is preventing learning and he then should refer to whatever source of therapy is indicated.

This leads to the fourth generic concept, the knowledge of and adequate and timely use of resources. It cannot be overstressed that this should be part and parcel of every worker's stock in trade. I am sure we all have had the experience of the well-intentioned staff member who has "handled" or should I say "manhandled" the problem of a blind person, until it looks insoluble. Then there is the suggestion that a social worker or a psychiatrist provide therapy, and even then a rather miraculous kind of therapy. The understanding of resources must start at home, within the agency. If there is a case worker, what does she do, how can she be helpful, how does one get referred to her? With the home teacher, the same questions. With the vocational counselor, how does his area of helping tally in with the case worker and teacher, how is it different? Beyond this, if there are not these specialties in the agency, but simply a good industrial setup, where in the community can special help be found? Many towns can support only one casework agency and one vocational agency for the blind. Does this mean the blind have to forego social help? Of course not, the two special agencies can complement each other.

The fifth generic concept—a healthy knowledge of one's own limitations. To come back to the original example, your average M.D. will not attempt a cataract operation. Why should a home teacher attempt case work? Your case worker wouldn't feel competent to instruct in cane technique, or Braille, or sewing—would she?

These are concepts which ought to be found in all professional workers for the blind. In addition, there is the consideration of the kind of person who should be going into professional service, but this will be covered in a subsequent paper so I will not deal with it here.

Now to be practical, can we expect to find workers coming to us equipped with this

body of knowledge—partially perhaps, but not fully. We can find the worker who knows a specific professional skill, but his indoctrination and training through good supervision is the basis for his ultimate growth on the job. For instance, many blind graduates of schools of social work have taken jobs as home teachers, not case workers. They have received good supervision as home teachers for several years. At the end of that time, they are probably excellent teachers but they could not qualify as social case workers. Why? —because the grass roots of their professional training are in the first few years of practice, not in the school. And there are wide differences in practice between case work and home teaching. We do not have time today to consider all the areas of professional practice but we *will* study two specialties frequently combined in one staff member.

There is a central body of knowledge in work for the blind which can be shared successfully by many workers. However, I cannot see how we can expect each and every worker to be able to put into operation all of this knowledge in the same way. To be specific, it is essential that anyone who works on a personal level with a person who is blind, have an immediate understanding of how a blind person perceives. However, the use of this knowledge will be different with each specialty. The case worker will need to understand the meaning of perception through touch and hearing so as to know whether the blind person is ready and able to use these senses in the process of readjustment. She wants to know what feelings attend the substitution of other senses for sight so that she may help to handle these feelings and thus free the blind person for the process of education. The home teacher needs to appreciate the same facts of perception so that she may gear her teaching to a method that is usable by the blind person. The basic knowledge is the same but the difference lies in application—with the one in treatment and the other in education.

In social case work, the central factor is the worker's ability to use herself in such a way that the client secures strength, understanding, relief from pressures, to the degree that he is able to take hold of his problems and think through to a solution. Home teaching is teaching in the most specialized and difficult form, the making of a widly diversified resource available to and usable by the blind person so that he can achieve physical and emotional adjustment through learning.

Can we not try to strengthen each of these specialties in themselves, rather than attempting to combine them all in an illusory concept of a single worker with an all-embracing function?

To say that any one specialty has the keys to the kingdom is to be unfair. Each has equal but separate status. To claim otherwise is to become as the blind men in "The Blind Men and the Elephant", which I'm sure we all enjoyed in the Outlook:

"And so these men of Indoostam
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!"

CASEWORK—A SPECIALTY IN WORKING WITH THE HOMEBOUND BLIND

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I regret that previous commitments make it impossible for me to read this paper in person and to participate in the exchange of ideas, which I am sure will follow the presentation of the entire panel. To hear the discussion would benefit me more than any other member of the panel, since, while I am reasonably familiar with the discipline and content of the field of social casework, I have had little experience in dealing with the problems of the homebound blind. Yet knowing what casework is, I can make the broad assertion that this science, or art, if you wish, has an exclusive contribution to make in this highly specialized area.

* Visually Handicapped.

I should make it clear that in speaking of casework as a special body of knowledge, I do not wish to imply that it is static and that it has ceased to grow. This discussion indicates that it is a growing discipline which we are attempting to extend into special areas. Casework has much to teach and much to learn from working with people who are confronted with special situations, whether those be reaction to disaster and war, or immobilization caused by blindness, age, or disease. Casework derives its understanding of an approach to the individual from psychology, sociology, anthropology, psychiatry, and psychoanalysis. Each of these branches of modern science plays a part in our understanding of the individual, any individual, irrespective of the problem situation in which he may find himself. Casework attempts, through the synthesis of these various bodies of knowledge, to understand him and to help him realize the maximum in satisfaction from even a very limited environment.

With any person whose mode of life has been radically altered, either through physical handicap or disease, this is necessarily a difficult process. It requires first of all, a worker who understands himself sufficiently well to know what his own feelings are regarding illness and dependency.—A worker, therefore, who can handle the emotional charges, both positive and negative, which have accumulated in the client he is attempting to help. Only if the caseworker understands his own reactions will the relationship between worker and client be sufficiently free to enable the client to express the feelings which surround his problems.

The home teacher in work for the blind preceded the caseworker by many years. Whatever counselling or personal help was given was offered along with instruction in the skills considered necessary for the newly blinded individual. The emphasis, however, was on imparting these specific skills rather than on the emotional growth of the client.

There was little attempt to understand why clients so often rejected the material which the teacher had to impart. The fact that the home teacher was on the scene first, and that the caseworker is in effect now attempting to supplant part of the teacher's functions, no doubt contributes to the feeling of competition which exists between these two groups. What is needed is a definition of the area of competence of each group plus the recognition that each profession has a contribution to make to the development of a client. Once the two areas are defined and the definitions accepted each can go about his work respecting the function of the other. My description of the function of the caseworker, already implied in the introduction, means helping the client understand his reactions to his life situation and enabling him to grow in it. The function of the home teacher, on the other hand, is to teach a specific skill or several skills.

It is all very well to set down these definitions and to agree that the caseworker will act in one area, and that the home teacher will work in another, but we must consider what is to happen to the client who may have problems in social adjustment and who may also need to learn some of the skills of living as a blind person. Is the client to be divided for the convenience of the two people trying to help him? Is he to be caught in the boundary dispute? Obviously not! In order to eliminate this danger it is necessary that both the caseworker and the home teacher be mature enough to know his respective field of operation, and to make use of the services of a colleague whenever this seems necessary. In other words, both home teacher and caseworker must start with the client where he is and must in a sense let the client determine the service he needs. Since most people bringing a blind client to the attention of an agency are not sure either of what the client wants or what the agency can give, and since in many communities the resources of the agency are limited, it seems to me that it is important that whoever makes the first contact with the blind individual have enough training and skill to be able to sense what it is that the client himself wants. Thus, while it is not the province of the caseworker to teach Braille and sewing, while it is not the job of the home teacher to offer casework service, it is necessary that both the caseworker and the home teacher should be able to recognize whether it is his service that the client requires or that of someone else and, which is more important, both the caseworker and the home teacher must be will-

ing, for the client's good, to refer him to the appropriate service.

The basic concern of this paper, however, is not the boundary dispute which we have been discussing, but the special area of a caseworker. What can the caseworker do for an individual who by definition is so incapacitated that he is homebound? For one thing, the worker and the client can explore the chain of events which led to the client's present situation. By exploration I mean not a chronological detailing of the client's life history alone, but rather a thorough look at the emotional meaning of these events to the individual. Together they can evaluate the meaning of the situation, not only to the client, but to his family. The caseworker can aid the family in understanding the needs of a client. She can interpret the struggle that is going on in the client between his wish to be as independent as his situation will permit, and his wish to be as dependent as is pleasant and easy. Incidentally, it should be noted that this struggle between dependence and independence is a perennial one in the growth pattern of all of us, whether we are blind or sighted. It is part of the dynamics of growth.

The caseworker can bring the community to the client if the client is unable to go to the community. For instance, she can arrange for volunteer visiting, not of the maudlin, sentimental variety, but rather the constructive kind where both the volunteer visitor and the client have the opportunity of both giving to and receiving from each other.

The existence of the profession of social casework clearly indicates that society's attitudes toward physically handicapped individuals in general, and toward blind individuals in particular, have been undergoing rapid changes. The services of the caseworker are no longer offered with pity, but are extended in the spirit of sympathic understanding based on scientific knowledge accumulated through years of ever widening experience. Clients readily feel the absence of pity and patronage and are responsive to attitudes which carry with them recognition of the worth of the individual.

Casework with the homebound blind is one of the ways in which a Democracy shows that it is interested in all of its citizens. If casework is to continue to be effective, it is necessary that the allied professions working with this group of handicapped people should also grow by developing occupations and activities which a greater number of these men and women can follow. For it is not enough to free a client emotionally; we must provide some constructive channels for the newly gained emotional freedom. Some specific activity, from which monetary gains result, is needed if the client is truly to feel that he is carrying his share of the load in the group of which he is a part. While the blind assistance grant carries with it for the blind some feeling of independence, earning even a small part of his maintenance cost would have even more personal value. Therefore, we must learn to devise means of using the productive capacities, even though they be limited, of every individual in our society.

Casework has taught us that a potential contribution is present in everyone, but it takes the various skills of those working with the caseworker to devise outlets into which the client's newly found freedom can be translated.

HOME TEACHING—A SPECIALTY

*SOPHY L. FORWARD

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I hope the group of people meeting here this morning has in it a large proportion of persons seriously interested in home teaching. I am eager to discuss this specialized service to the home-bound blind with school and rehabilitation counsellors of young visually handicapped people, with teachers and educators of young people preparing for home teaching, with administrators of agencies employing home teachers, and especially with home teachers themselves.

Home Teaching in the United States is sixty-nine years old. In so far as those of us

*Visually Handicapped.

here are concerned, it has always been with us, an accepted part of work for the blind. The first home teachers carried books from the Bible House in Philadelphia to the homes of blind adults, and from those books of Scripture first taught the reading of embossed type.

As home teaching spread through work for the blind and became a part of most state programs, it adhered to the original function of teaching embossed type, and gradually added the teaching of crafts, typewriting and pencil writing.

Today the intent of teaching is to assist the blind adult to adjust to the conditions imposed by blindness. It is still true that a person like Mrs. K. might find the reading of braille Scripture an invaluable aid in adjusting to her loss of sight, but Mrs. W. may learn braille in order to be informed about the current fiction her acquaintances have been reading. Her neighbor may learn braille because it will bolster his self-esteem if he can compile his own address or account book, or can mark his own playing cards. The challenge and the art of present-day home teaching is not only to know how to teach but *when* to teach, why to teach and what to teach.

From observation, reading and experience, I am convinced that in many states home teachers are called upon to do one or more of a long list of tasks other than teaching. To my knowledge this list includes case finding and referral to other sections of the agency or to outside agencies; checking on and reporting changes in the register of the blind; transportation of unfinished and finished handwork materials to and from homes of blind persons; assistance in the sale of blind-made goods; delivery and pick up of talking book machines; investigation for financial aid to the blind; such case work services as home finding, counselling of parents of pre-school children, and advising on family problems; establishing eligibility of rehabilitation clients; instructing school age children in braille and academic subjects at home; friendly visiting in homes of blind people; giving group instruction to adults and planning recreational programs for groups. The result adds up to the home teachers trying to do the work of a case worker, school teacher, occupational therapist, placement officer, volunteer visitor and group leader.

The fault that a home teacher may be called upon to be a jack-of-all-trades cannot be laid at the door of one group of workers for the blind alone. The administrator with a limited budget and a large area to cover will naturally assign the work that needs to be done to whoever is available, rather than ignore a request or feel that he is neglecting a phase of work in his field of operation. Moreover, if the framework of his agency is such that he has more home teachers than other workers, and those teachers have small caseloads, it is understandable that the administrator sees it as a waste of man power and money not to assign some extra duties to the person hired for a straight home teaching job.

School counsellors, rehabilitation counsellors and field workers of various sorts have not been clear as to what home teaching entails and have misdirected many young people into the home teaching profession. Home teaching has been too ready a solution to a placement problem.

Experienced home teachers have not helped to clarify their function. Some of them, in fact, have not stopped to question where their function began and ended. Often a home teacher points with pride to the fact that she does more than straight home teaching—that is, she does also pre-school counselling or prevention of blindness or rehabilitation or case work services. Home teaching in itself is not sufficiently satisfying as an occupation for these people. It is regrettable both from their point of view and that of the client they try to serve, that they were guided or pushed or somehow wandered into home teaching and that they *remained* there.

For almost thirty years educators of the blind have given noteworthy help in preparing home teachers for their profession. We are indebted to them for their recognition of the fact that home teaching belonged in the social service field, and that it needed, therefore, to use a social work approach to teaching. The courses of study open to home teachers have substantially raised the standard of the profession, and have attracted better fitted people to the home teaching field. These courses, nevertheless, leave much

to be desired in the preparation they afford. I believe I am correct in saying that, with few exceptions, home teachers have not been called upon to participate in the planning for or fulfillment of a program to prepare young people for the profession. I cannot say why this is so, but it is not a compliment to those who have made home teaching their profession. Maybe it is because teachers have not believed strongly enough in their work to voice their thoughts. Maybe, as I said a while ago, too many were wedged into it without belonging there or wishing to be there. Perhaps they have been too hard at work or too frustrated by the job to think things through and try to clarify their position.

Some time ago an effort was made to organize a group of home teachers which would, as a body, give voice to the interests, aims and accomplishments of the profession to allied groups. As a result, an attempt was made to organize the alumni of a home teacher course of training. Those responsible for starting it, saw it as a group of experienced home teachers, pooling their thinking and their knowledge accumulated through actual practice on the job. They hoped to further teacher training, and to promote wise choice of future candidates for training. It was felt that recommendations and resolutions passed upon by the group would contribute toward the achievement of these ends, and would also contribute something to the body of knowledge essential to a profession. Unfortunately, the assembled teachers were at such variance about what should be expected of them as home teachers, and there was such variation in their duties, that no common agreement as to the purpose of the alumni group could be reached, and the meeting declined into a social affair after one or two sessions.

It has been gratifying to read from time to time of the activities of the Western Conference of Home Teachers and their committee on professional standards. The committee has pulled together information about the salaries of teachers in western states, the secretarial and guide provisions made for them, and has compiled a list of reading which has proven helpful to teachers. If the Mid-Western and Eastern Conferences have made such starts toward self-analysis, I have not been fortunate enough to read or hear about it.

The A.A.W.B. and its committee on professional standards have for more than ten years advocated and realized standardization in preparation for home teaching through their Board of Certification. The American Foundation for the Blind also has consistently advocated and lent its every effort toward such uniformity. Movements of this sort are worthy of the undivided support of home teachers for they do much to define and establish that specialized service within work for the blind.

Thinking still further about how home teachers themselves can define their position, I wish that someone with home teaching experience would be responsible for writing a text book on the subject. It would certainly lay down principles basic to the profession, and would be a guide to the thinking and practice of both new and experienced home teachers.

Granted that the individual approach is the only one in home teaching, and that the emotional readiness of the learner is more important than the method of presentation of the subject matter, it would increase the teacher's self-confidence and facilitate her asistance to her clients, if she had been taught some methods of presentation in her training course. If for an example a teacher had a typewriting manual which suggested ways of presenting typewriting to adults who could read braille, and other ways to adults who could not read braille, it would speed up her service to some pupils. The teacher would not have to worry about imagination and ingenuity being stifled because the vocabulary could always be modified to suit the needs and interests of the pupil. Moreover, it is as certain as night following day that a James Jones will come along some day with one finger missing on the left hand, and two off on the right. He will for a certainty want to learn to operate a Carona with three rows of keys that his brother Joe left home thirty years ago, and the teacher will have to revise any system ever used in teaching typing.

There are well trained, experienced teachers whose capabilities are not being tested or used. They are being restricted to worn out areas and caseloads years old. Until such time

as the administrator recognizes or corrects this situation, perhaps some of these teachers can turn their talents toward doing some of the things I have mentioned above, and so benefit the profession as a whole.

I believe that someone else on this program has been asked to speak about the qualifications and characteristics which a young person should possess if he is considering a home teaching career. I shall, however, touch on the matter briefly because it is so woven in to the concept of home teaching as a speciality.

On many home teaching staffs there are one or more members whose principle qualification for the job is a visual handicap. This characteristic, plus normal intelligence or better, ability to do a few crafts, to read and write braille, was not adequate to enable the training course to make a good teacher.

Over and above everything else, the teacher must have a feeling for and an understanding of people. Added to that, he must know himself well enough to be aware of his limitations and prejudices as well as his capabilities. Without this ability to appreciate the client's point of view, the teacher can never really know how or when or what to teach. He cannot recognize when a client should be referred to a casework agency, the rehabilitation section, or recreational center.

The person with sufficient imagination and control to objectively evaluate a situation will be able to absorb casework principles during his training period, and later, under good supervision, will continue to learn and grow. He will not attempt to give a school age child academic instruction at home, but will make a supreme effort to find the best source of elementary education possible for that particular child, and refer it to that source. He will not try to counsel the parents of preschool blind children or advise families on marital problems. He will be aware that these are delicate problems that need expert handling, and will be glad for the clients that there is such service available to which he can refer them. If specialized service is *not* available, he will proceed with caution to do what he can, and will be ready to give his full support toward the development of essential agencies in his community.

Together with the ability to diagnose the needs of a client, the home teacher should have real skill in handwork. Teachers almost universally wish to know a wider variety of crafts. They often express the feeling that if they had had just the right type of work to suggest (perhaps simple, perhaps intricate), it would have made the difference between being able to help, and unable to help.

Another basic requirement which many of our teachers have not had, is familiarity with the operation of a household. By far the majority of their pupils during and after their adjustment period will remain in their homes. Their participation in, and contribution to the family activities may *be* their adjustment. It is a definite asset to be thoroughly conversant with the routine cooking, cleaning, sewing and repairing common to daily living.

I trust that these references to what a home teacher should possess in personality and aptitudes will have stressed how imperative it is that a person *like* teaching if he is going into the home teaching profession. He must like to share his knowledge. He must know the satisfaction that comes from stimulating to use wits and fingers less nimble than his own. May I repeat, a home teacher must *like* to *teach.*

In conclusion, I hope that I have been able to show you that the matter of keeping home teaching a speciality, and of focusing our efforts where they can do the most good for our home-bound blind, rests with the heads of agencies, counsellors, trainers and employers of home teachers, as well as with home teachers themselves, and that it will take the combined thinking and energy of all of these to give the full measure of service.

HOWS AND WHYS OF GOOD PERSONNEL SELECTION

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The previous papers leave no doubts as to the need for good personnel selection. This large division of work with the adult blind demands our best efforts and our most serious consideration. The "whys" in the case of this particular paper are so obvious that they only need to be emphasized briefly for the sake of pledging ourselves in writing again in the 1951 proceedings of the American Association of Workers for the Blind. The "hows" in this compound subject raise a different question. We are living in an age when it is popular to talk in terms of the "know how" applied to many fields of human endeavor.

It should be stated in the beginning that no one person can be expected to know all the answers. Neither can it be said that any one group of organized workers with the adult blind claims that it has a huge stock pile of secrets which will adequately meet the needs of home-bound blind individuals. It is significant, however, that this Association is devoting a general session to this topic.

The ideas presented in this paper are the result of some work with two groups of people vitally concerned with professional services to be offered to the adult blind. Reference is made to the work with university students who were and are preparing themselves to serve in a professional capacity, and to field services with universities and colleges where there is a genuine desire to assist with this preparation. It should be said also that there has been some contact with executives in various agencies interested in the possibility of hiring well-trained professional personnel. There has been some inspiration and some concern resulting from some of the contacts with certain specialized agencies. All three groups are in perfect agreement that we need the best trained personnel available for this important work. The great difference seems to occur in the attempt to furnish training in the universities which will adequately serve the agencies. This concern is expressed largely by those who feel that there is too big a gap between the type of training that the prospective worker receives in the university and the actual use that is made of his training once he is on the job in an agency. Two questions naturally arise from this concern: Is the training received at the college or university sufficiently practical? From the other side of the fence, they ask: Are the specialized agencies in *these cases* properly geared to the use of highly trained personnel? There is no question in regard to the fact that training and actual experience must go hand in hand if we are to have good selection of personnel and good performance as a result of their professional training.

The proper manner of selection of good personnel then becomes a large order which affects all concerned. We understand at the outset that it is by no means a new problem. We have, however, received some excellent guidance from our leaders of the past. Our literature is filled with examples of thinking which, if it is followed, gives us both information and inspiration. Indeed, many of these names which are so familiar to all of us can be found in the proceedings of the American Association of Workers for the Blind.

At the present time when we find so much discussion concerning what type of positions we can encourage the newly blinded to enter, we can find as far back as 1893, C. F. Fraser speaking to us from Canada, "There are very few callings or occupations which a man or a woman with sight has followed successfully which the same man or woman without sight could not follow with equal success." This thought which was expressed before the turn of the century might well cause us to wonder why so many people still suggest to blind individuals who previously practiced everything from farming to pharmacy to enter home teaching or social work now that they have become blind. We might ask ourselves at this point, how did we get so far from that which seemed so obvious to our predecessors?

We also find an interesting thought expressed so forcefully by Sir Francis Campbell as he explained to the authorities at the Royal Normal College that first of all he wanted a *good teacher* and then a *good*

teacher of blind children. That thought has been expressed by other leaders in reference to social work and other professions. This thinking is also expressed in the written statement of the philosophy of the American Foundation for the Blind in regard to the standards to be met by a good teacher of blind children. In this statement the Foundation concurs with the convictions of the International Congress of Workers for the Blind which met in London, 1949.

Moving a few years further, we find in our own proceedings of the AAWB in 1929, a most interesting discussion of the qualifications of the executive in work with the adult blind. Dr. Burrit tells us, "Before we attempt to set up the qualifications of an executive for the adult blind, we should ascertain what qualifications in training and experience are possessed by present-day successful executives in the general field of social work." This thinking might well be applied to the functions of the entire specialized agency serving blind individuals. Our written record is clear in many discussions in reference to the importance of highly professional standards which are comparable to those found in general agencies.

A final quotation added to the list of those offering us their guidance can be found in H. R. Latimer's "Conquest of Blindness" in 1937, "In the last analysis, the professional status of work with the conquest of blindness, or of any aspect thereof, must depend upon whether or not it adopts and maintains the standards approved by educational and social work professions as expressed in objective, method, and personnel." When we consider how young work with the adult blind really is, and when we can find guidance which is so clear and definite, we can truly say that we have a rich heritage insofar as our goals for professional services are concerned. Our question, then, becomes, is our present performance worthy of that heritage?

Perhaps the best way to keep faith with the Campbells and others of our former leaders is to, first of all, set our goals high. Even though we do not actually attain our standards, we will still have something for which we strive. If we lower our standards we are apt to drag our performance much too low for our own self-respect, to say nothing of the blind individuals who must receive our service. We know that to maintain high standards is expensive, but we also know that to accept less than the best and to compromise these standards is much *more* expensive. The blind clients who are the recipients or the victims of our services are, after all, our only excuse for having specialized agencies.

A second suggestion presented here is that we make every effort to clarify the nature and function of every position in a given agency. This would not only encourage better personnel selection, but it would assure the personnel of the specific obligation to the agency. It would further convince the applicant of the specific type of training necessary if he is to fill a specific position adequately. This may be done by job specifications which are the result of a study of the needs in an agency in terms of what the recognized disciplines have to offer through their training facilities. The analysis should also reflect the added or adapted training which is necessary for those who will serve blind individuals. This type of clarification would eliminate duplication of effort on the part of members of the staff, and it would also assure the blind clients of the best information that the agency has to offer when services are requested. It would further help in the improvement of courses set up for the training of personnel. For example, if we are able to determine exactly what it is that agencies must have in the services of the home teacher, the social worker, or the employment specialist, our colleges and universities will be in a much better position to design courses to meet these needs. Just as law, medicine, education, and social work have gone through various phases of standardization, is it not about time that we in our agencies consider the possibility of revising, refining, and standardizing certain of the few more or less specialized positions that we have? We realize that some work has been done in certain public and private agencies in different parts of the country. We also realize, however, that there must be many more such projects in all parts of the country if we are to have improved personnel selection and if we are to have a large enough sampling on which to evaluate our standards.

As we discuss standards for the selection of personnel, we are ever mindful of the serious

executive of the agency and of the calculating tax payer in these unusual times. In answer to the question relative to costs, we would like to say that it is a compliment for an agency to say honestly that it is not in a position to offer a particular type of service because it does not have a qualified person in charge of that service. This might be the means of getting additional funds in order to secure the right type of personnel.

It should be pointed out here that the American Association of Workers for the Blind has been responsible for some good work in initiating programs in regard to standards in specific fields of professional service. That is the first step. The second step might consider the constant study and, at frequent intervals, the reviewing and revising of these standards. All social agencies change as they grow and as more knowledge is gained. This means that college and university programs change. We must follow with the changes which will reflect these improvements from year to year. We might ask ourselves as paying members of the American Association of Workers for the Blind, "Are we satisfied with the history of the National Vocational Guidance Committee's progress which had such an excellent beginning in this organization?" Also, we may inquire, "What about the excellent work which was the result of the foresight of this Association in reference to the certification of home teachers?" Has this excellent system been in progress long enough for it to be studied with the idea of possible revision which will be in accord with certain possible changes in training institutions and in public and private agencies?

Another suggestion is that we thoroughly recognize our own limitations and understand our own strength in our agencies if we are to improve the personnel and maintain good people once we have them on the staffs. After we have clarified the positions, we must live up to the specifications. If we do this, we will not, for example, ask the already over-burdened home teacher to represent herself in the field as an expert giving services to preschool blind children and their parents. We will instead keep her in the field in which she was trained. This is the very important service to the *adults* who furnish us with the largest part of the entire population of blind individuals. We will not ask her to spread herself so thin that she is forced to neglect the position for which she was hired and at the same time subject herself to the practice of giving misinformation to her clients.

If we do not have a service to offer, can we study our community resources in order to make certain effective referrals? This is good public relations. We receive referrals from the other agencies, and it is only natural that we should refer to them more of the cases which we cannot handle. This is being done well in some fields in our specialized agencies, both large and small, but we need to increase it at all points. The small agency can be just as effective as the large agency by this procedure. They would both be using the same system of offering only services for which they have trained personnel. No one expects a small agency to be in a position to offer as many services as the large agency. It can serve just as well in its capacity and it can conduct a program of proper referrals and good community relations. Mr. Murray B. Allen tells us in the 1939 AAWB proceedings that, "If the executives in small agencies for the blind are expertly trained they will be able to obtain equality from non-blind departments, and in this manner bring into our work the benefit of experience methods from allied sources." An example of such an exchange of services is submitted as proof that often such referrals may actually increase the services of an organization. It happened that the writer of this paper believed that not only vision-screening but hearing-screening as well should be undertaken by the school with which she was connected. The school for the blind did not own an audiometer and the part-time person available for an occasional service of this type could not be at the school often enough to complete the hearing survey. The school had been giving the special education department its consultative service for some time in the cases where their handicapped children were blind. For this service the trained person from their staff was asked to test the hearing of the children in the school for the blind. Later a complete survey was arranged by the authorities at the school with the state university. As the result of this survey, a full-time speech

therapist was secured for the school. First, a need was demonstrated objectively, and then the funds were secured for a given service. This can be repeated many times, but it is a technique which we should explore frequently in setting up and offering services of a professional character.

Self-improvement of our specialized staff is stronger if we participate in general organizations of national and state groups. How many of us get to an occasional meeting of such organizations as the National Vocational Guidance Association, a National Conference on Social Work, the National Rehabilitation Association, or the Mental Hygiene Association? Most of these organizations have state as well as national meetings. If it is too expensive to attend many of them we can consider staff rotation, purchasing the proceedings, and acquiring a membership in them whether or not we attend their meetings. Many of their achievements can be adopted by our specialized organizations with very little change. We have much to offer them in acquainting them with the importance of our programs, and they have much to offer us in the solution of many of our baffling questions.

The final suggestion is that we will have to continue to encourage the colleges and universities which are running specialized courses at a loss in order that we may improve our professional services. It is important that we realize that the pre-professional or basic training can be secured at the local level in the state colleges and universities, and that the "plus" special courses will have to be offered on a regional basis. They are expensive, and for that reason, only our most capable students must be enrolled in the "plus" courses similar to those being offered at the present time at Ypsilanti, Michigan, at Overbrook and the University of Pennsylvania, and in other parts of the country in general rehabilitation courses. We can not afford to discourage young people who are receiving advanced professional preparation by informing them that other people with much less training have been hired.

We feel that there are two types of training which must be encouraged. The first is the college or university training at graduate level with properly qualified individuals selected to engage in this type of preparation. In the case of *blind* students, we feel that they should really be capable of entering the courses without special considerations because they are blind. We cannot ask the colleges and universities to lower their standards for these people. By this method we exploit them rather than educate them. The other type of training we feel should be of a short intensive workshop type, perhaps two or three weeks in length. Such courses might well serve as refresher training and might have many advantages for the person who wishes to work on one or two specializations. This type of training should be a source of help to those people who entered the field before standards were raised, and for that reason might not be able to meet the requirements of a college or university. There might be a chance for some actual training for some of the non-professional workers who need to feel that the work which they are doing for an agency is just as important as that which is carried on by the professionally trained person. This training could be offered on a college or university campus, or if its basic purpose is to develop various skills, it might be offered at a properly geared agency and there might be extension credit arrangements with some college. These short-term courses should never be expected to take the place of the regular courses.

It should be added here that we cannot begin too early to encourage outstanding people to enter courses which will lead to the profession in work with the blind which they hope to practice. It is difficult to interest or encourage a student with a background in music or literature to enter the fields of home teaching, social work, or vocational counseling. These students do not have the proper pre-requisite training for the graduate preparation. If we truly believe in the potentialities and the rewards of work with the adult blind, why can't we sell that idea to the *right* kind of young people who, when trained at the professional level, will be a definite asset to an agency?

It is amazing how many young people, particularly among those who are visually handicapped consider the possibility of entering professional services in work with the adult blind simply because they feel that this is their only job opportunity. This ad-

justment to a second or third choice of a career is certainly not fair to the blind student. It is with this ambitious student who is forced to take up a calling which he did not choose that we are most sympathetic. If he chooses work with the adult blind as a career and if he has the capability and the aptitude for it, by all means, that is what we want for him. If, however, he does not really desire this type of service as his life's work he is not doing himself any good and he is certainly not the best person for the agency. This thinking applies also to those people who are *not* visually handicapped.

In spite of all of the training which we can receive, if we really do not wish to be in the challenging service of work with the adult blind, we have no moral right to be there. We recommend it heartily as the most thrilling and challenging professional service we know for the *right* people.

The "know how" which we leave with you is a form of advice which we hope can become a technique that will have a priority over all other techniques: It dictates that we screen our future personnel carefully; that we sell the idea to the right people, both blind and seeing; and that we make sure that these people receive the proper training before they are asked to offer a given service.

PRINCIPLES AND AIMS OF VOCATIONAL GUIDANCE

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Mr. Chairman, ladies and gentlemen, the topic on which I have been asked to speak is one that has been of concern to many people for many years. The literature on vocational guidance is diverse and the approaches are varied also. It seems to me that to discuss the principles and aims of vocational guidance, we must first reach some community of understanding as to what it is. This in itself is a task of tremendous proportions so if you will humor me for a few minutes, let us think of vocational guidance as it is defined by the National Vocational Guidance Association—"Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it. It is concerned primarily with helping individuals make decisions and choices involved in planning a future and building a career—decisions and choices necessary in effecting satisfactory vocational adjustment."

In order to do this job, it seems to me, either of two distinct approaches may be employed—counselling or advisement. Either of these of necessity requires an appraisal or assessment of the fitness of the individual and that he be apprised of this evaluation in usable occupational terms. Consideration must be given to a number of factors of a general sort but which in each case have rather specific bearing on the final determination. Dr. George E. Myres, in his book "Principles and Techniques of Vocational Guidance" has made a distinction which will adequately distinguish between advisement and counselling—Advisement may be said to be "seeing through Johnny and seeing Johnny through" while counselling is "helping Johnny to see through himself and see himself through." The latter is guidance at its best and seems to me to be the aim of all guidance.

In the definition we are using there are four steps or phases mentioned. Let us look tor a minute or two at each of these. The first step is that of helping an individual choose an occupation. In order to do this we must know something of the individual and the immediate question is how may the necessary knowledge be acquired? The pat and ready answer is through psychological testing and here it seems to me is where a good many vocational guidance people go off the deep end. Much useful information can be obtained from test scores but a guidance counselor and service must be constantly aware of the limitations as well as the scope of test scores. Their misuse is wide spread and not at all uncommon. Many school people have been condemned for their use of psychological tests as the sole criterion for promotion and many a counselor assigns meaning to a test score that its author never dreamed it might have. One vocational counselor—that at least was his job title—of my ac-

quaintance stated publicly that he obtained measures of aptitude from the Kuder Preference Record, an inventory of vocational interest. Through some divine inspiration the same counselor obtained an intelligence quotient from a sixteen minute educational achievement test. This sort of thing occurs daily and lives are directed by measures obtained in this way. I am certain that you know it but let me say anyway that the psychological test has not yet been devised which furnishes an absolute measure of anything. Their value lies in the fact that they are so far the best objective means of deriving certain indices, that we have available in vocational guidance.

Testing in the vocational guidance process is a valuable part of the total when employed for the purpose of learning something about the intelligence; interests, personality and specific aptitudes of an individual and helping that individual recognize the place of this information in his over all planning. The information obtained by tests should be given to the individual in an objective meaningful way which permits him to understand the implications of these data in relation to his occupational preferences. This calls for knowledge on the part of the counselor of the demands and requirements of many occupations and unfortunately many vocational guidance counselors are woefully weak here. Many counselors are ignorant of sources of current occupational information and too lazy to use what they know of or have at hand. Too many counselors are content to mutter—hmm this looks good and that looks good—but they have little or no information concerning preparation for or opportunities for entry into the field that looks so good.

The second step or phase in vocational guidance concerns preparing for the chosen occupation. A realistic statement of the required training program should be made available to the individual with a rational explanation of the necessity of those portions which to him appear to be illogical or unreasonable. An alarmingly high number of present day university students are undergoing pre-professional training of a distasteful sort in preparation for an occupational choice made on the basis of inadequate and incomplete information concerning training requirements of the occupation. This is probably true of a good many people in training of other sorts than the kind to be had at universities and is probably true of people who have and who have not undergone formal vocational guidance.

As any number of people have pointed out and as we are all aware the vocational guidance service is incomplete without a placement service to assist those who have chosen and prepared to enter upon the work of the occupation. It is the opinion of some that placement is the responsibility of the educational system at whatever level the individual finds it necesary to leave school for entry into some gainful occupation. Others feel that a central agency such as the federal-state employment service could best serve the interests of all concerned. It is of course a concern of the vocational counselor, the school or other training agency, the employers and the federal-state agency. The vocational counselor, and this is a statement of fact rather than a rationalization of a weakness, is frequently pretty busy in his specialized part of this process and also frequently does not know of specific job openings. The various educational institutions and agencies make an effort at placement, tho in many instances it could hardly be called effective. Placement to best serve all of the people involved and the community should be the result of close cooperation of the vocational guidance counselor, the school, the employment agency or service and the employer.

This matter of placement calls for further consideration of some information which should have been developed and considered earlier, but not with particular reference to the specific job. Some of these may be said to be physiological considerations while others could be better designated as psychological. Under the heading of physiological factors such things as sex, physique, age and race now assume genuine importance and require more than cursory consideration. Physical demands analyses and opportunities for sexual and racial groups must be thoroughly evaluated. Psychological factors may include such considerations as, opportunities for advancement, is security, both economic and social security are important to worker, offered and is there real satisfaction in doing

the job? If all of these conditions are met in a way that indicates successful placement then we come to the final step in our definition.

Progress in ones chosen occupation is every workers dream. To the vocational guidance counselor knowledge of the progress of his clients is extremely valuable. To gather information of this progress requires a follow-up service and it is here that the majority of vocational guidance services are weakest. It seems to me that one of the greatest values of a follow-up service is that opportunities for further adjustment counselling are brought to the attention of the people or agency best qualified to provide it. It is true that in many cases the follow-up if any is made in order that a statistical analysis of case load can be prepared and buried in a file. Some follow-ups are conducted for the purpose of improving future assistance counselors may give future clients in one of the first three phases of our guidance process and some follow-ups are made because it is felt that one should be able to say we have a follow-up service. The question of who is responsible for the follow-up is one to which I have no answer. The educational system certainly is overburdened now—the vocational guidance service has the immediate problem of the new clients uppermost in its consideration, the placement agency is being pushed to make new referrals and the employer must be concerned with immediate production or sales. I do know that the follow-up can't be left to the client.

This then is in brief all there is to vocational guidance. If we help the individual to find the job that he is eager to do, happy doing and in which he furnishes a useful service to others, we have helped Johnny to see through himself and to see himself through.

VOCATIONAL GUIDANCE PROGRAMS IN SCHOOLS FOR THE BLIND

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In accepting this topic I was asked to bring out the strengths and weaknesses of these programs and to point up any shortcomings not only in the schools but on the part of adult workers and adult agencies to whom the school must turn over its charges upon graduation. To me, this is about the broadest subject that could be assigned, because I am afraid that I do not have the ability to make a clear distinction between vocational guidance and counseling in its broadest sense. The field of guidance may be divided into several interrelated areas such as personal, educational, religious, recreational, social, vocational, but in order to be complete, any guidance program must cover each of these phases. Therefore, this topic concerns the blind from early childhood throughout the employment span of life.

I value most highly the opportunity to discuss with this group a subject in which I know that all of you have a paramount interest. I feel, however, there are others far better qualified on the basis of experience to treat this important topic. Assuming that we accept the premise that schools for the blind turn over their graduates to rehabilitation or adult agencies for employment, I should like to establish the fact that these adult agencies must have a great deal more than a passing interest in the educational programs in the schools. Likewise, the schools are vitally interested in the placement of the boys and girls in jobs after they leave school commensurate with their capabilities. A blind man or woman who is employed commensurate with his capabilities, returning to him a wage that enables him to live on a decent standard of living, is a credit not only to himself, but to the school from which he graduated and to the agency responsible for his placement. Until such time as all schools and adult agencies will join in a cooperative approach to the problem of education and rehabilitation, there will not be a really efficient program established. A cooperative program of education and rehabilitation presents certain problems, none of which seem beyond solution if the schools and the rehabilitation agencies will develop an understanding of the functions of each whereby education will be developed so that it will dovetail into the

rehabilitation program when the two meet. This is one of the most important problems facing both groups.

In a report of a committee on Vocational Guidance to the American Association of Workers for the Blind in 1941, A. W. Cowgill stated that no school for the blind in the United States and Canada had a vocational guidance program in 1936, although seven schools had made a beginning. Another questionnaire sent out in 1941 with replies received from forty residential schools indicated that 15 claimed to have vocational guidance programs. Of these, at least nine could be said to have programs measurably approaching what the committee regarded as essential. It was thought desirable to make a recent survey to ascertain whether any substantial progress had been made. A questionnaire was, therefore, sent to residential schools for the blind in the United States this spring. Replies received from 42 residential schools indicate 31 schools have vocational guidance programs, 11 schools reported they did not have vocational guidance programs as such, but the students were given guidance by the superintendent and staff members. Twenty-five of the school programs are carried on by the school staff, 11 have part-time counselors, while three have full-time directors. An adult agency carries on the vocational guidance program in one school. Thirty-six of the forty-two schools returning the questionnaire cooperate with vocational rehabilitation or other adult agency in their state. Four schools do not cooperate, and two did not reply to this question.

It is gratifying to note on the basis of the replies received a seemingly renewed determination on the part of the schools to straightforwardly recognize the problems inherent in blindness and that steps have been taken to present educational programs to develop pupils into well-rounded individuals capable of taking their place in a sighted world.

Some superintendents of schools not only returned the questionnaire but took sufficient time to write rather lengthy explanations of their newly organized overall educational program. A few schools mentioned the employment of a psychologist on a part-time basis to better meet the mental and emotional requirements of some children. There is a definite trend toward a broader type of educational program, with a great deal more emphasis being placed on practical details of everyday living, with the ultimate goal to be well-rounded educational programs geared to meet the needs of each individual pupil. This means that pupils should not be expected to fit into a mould, neither should they be expected to fit into a mould in the placement program. (More about this later.) The recent trends in education, if developed, should do much to eliminate many of the weaknesses of former pupils of schools for the blind as seen by adult agency personnel such as: poor social adjustment, poor travel skill, bad eating habits, poor posture, poor grooming, lack of social experience, unwillingness to take suggestions, unrealistic attitude in approach to job and life situations, and many others.

The questionnaire forms also indicated a great variety and diversity in the guidance programs carried on in the schools, some having well defined programs under trained guidance counselors, while others have very little guidance in their school program, because they have insufficient personnel to carry on such a program. Here again is a noticeable trend toward establishing close cooperation with rehabilitation agencies and making use of guidance techniques and personnel available through these agencies.

This brings me to a point where I feel it would be well to suggest a cooperative plan of education and rehabilitation. This suggested plan is based on my own personal opinion as a result of my experience in education and work for the blind, the trend observed in replies to the questionnaire sent to the schools, and interviews with leaders in rehabilitation.

It seems a logical division of responsibility would be that the schools provide such training and counseling as may be necessary to insure a good academic education, with effective hand training to develop manual dexterity and proper habits of work together with a specified amount of pre-vocational training. The schools should include as a part of their function necessary training and counseling to adjust the individual socially, and correct as far as possible, those objectionable habits and mannerisms frequently observed in persons

who have been blind since early childhood. It is also an important function of the school to develop in the students a proper attitude toward their blindness and a clear understanding of the fact that society has been developed for the sighted. If they expect to succeed, they must adjust themselves to a sighted world rather than expect society to adjust to them.

During the entire general educational program, the schools should accumulate as much information as possible concerning each student. This would include his social history, behavior, habits, records of performance, interests, eye reports, physical condition, psychological tests, and the like.

Since the rehabilitation service will have the responsibility of adjusting the individual into employment and later follow-up service, I feel that it should be the function of rehabilitation to assume the responsibility of vocational counseling. The counselor must have complete cooperation from the school staff and superintendent. He should have access to all the school records and the most complete information that the school can assemble in assisting the individual in choosing an occupation. I would suggest, however, that the Educational and rehabilitation programs meet at age 14 rather than 16 with students and not later than the junior year in high school.

An understanding cooperative program of this kind should do much to aid the well-trained vocational counselor in the vocational rehabilitation program to analyze the clients interests, aptitudes, and abilities, and so prepare and adjust him into a job for which he is capable. This procedure should encourage placements made on the basis of the client's qualifications and interests rather than merely placing him on a job and would greatly widen the range of employment opportunities.

In conclusion, let me make just a few comments concerning vocational rehabilitation:

1. The rehabilitation service should strive constantly to broaden the field of occupations and place special emphasis on the quality of the overall program, so when a blind person comes into the program, he will get expert counseling and receive all services he may require to fit into employment commensurate with his abilities and not be placed in just any job.

2. Strive to reduce failures in employment due to client being employed before being ready for employment. Adjustment centers should be in position to meet all problems of special adjustment services necessary before placement is made.

3. Vocational Rehabilitation does not have adequate personnel to carry the tremendous case load it has. This means that it takes too long for them to get around and the clients lose confidence in the agency. Steps should be taken to strengthen this weakness through increased appropriations if necessary.

4. I do not believe the blind placement agent alone is adequate to survey all plants. I fully realize the blind man trained to make plant surveys is fine and he can do many things the sighted man cannot do, but I have a feeling employers do not tell or show him all, and in many instances, he is unable to detect the omissions. Perhaps a sighted person working in cooperation with a blind placement agent as a team would open up many more job opportunities.

I realize there are many details for efficient operation lacking in the plan just mentioned, but I do hope enough has been said that we may realize the tremendous importance of cooperative planning between schools and agencies. Such cooperation must be based on a well integrated plan of guidance understood by both the agencies and the schools. Much progress has been made in both education and rehabilitation during the past five years. There is much yet to be accomplished.

VOCATIONAL GUIDANCE AND TRAINING NEEDS IN SCHOOLS FOR THE BLIND AS SEEN FROM THE STANDPOINT OF WORK WITH THE ADULT BLIND

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Vocational guidance has been defined as "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it."†

There is, perhaps, no element in the education of the blind of school age which is more important to their mental and emotional health in adult life. There is, perhaps, too, no element in their education which is as much dependent for its success upon co-ordinating the work of the schools for the blind with that of the agencies for the adult blind.

Despite these facts, co-ordination of vocational guidance work in schools for the blind with vocational guidance work in agencies for the adult blind is almost non-existent.

Schools for the blind have had to strive so hard to achieve and to maintain high academic standards and to achieve and maintain public recognition of these standards that there has been a tendency to develop the academic aspects of the schools' curricula at the expense of their less scholastic aspects. Although school administrators have appreciated the importance of vocational training and vocational guidance, vocational training has had to fit into the academic pattern of the schools and vocational guidance has been largely colored by the schools' strong academic emphasis. This has served to reduce the practicality of both the training and the guidance and, in so doing, to minimize their value.

At the same time, until recent years, agencies for the adult blind have been almost exclusively craft and industrial workshops. The predominant concern of the agencies was—and, unfortunately, to a large extent, still is—production of saleable products. There has been a wide divergence between the professional backgrounds and work objectives of the staffs of agencies for the blind and those of the staffs of the schools for the blind. This fact has made it difficult for the professional personnel of the schools and the supervisory and administrative personnel of the agencies to achieve mutual understanding and respect and to develop common objectives in their work.

The recent development of professional services in agencies for the blind—medical services, social services, vocational guidance services, etc.—is adding to the staffs of the agencies increasing numbers of persons whose basic education is similar to that of the staffs of schools for the blind. This development, too, is providing the supervisory and administrative personnel of workshops of agencies for the blind with increasing knowledge and appreciation of professional rehabilitative services. On the other hand, the general preoccupation with the need to maintain the country's industrial production on a high level has engendered a respect for industrial employment which undoubtedly has broadened the perspective of teachers and other professional personnel of schools for the blind. These conditions should be conducive to the emergence of a common basis of thinking among workers for the blind of school age and workers for the adult blind which, it may be hoped, will produce a new unity of purpose in the vocational training and guidance of the young blind.

Some of the schools for the blind have attempted to cope with the lack of co-ordination between their vocational training and guidance programs and those of the agencies for the adult blind by establishing their own placement and follow-up services. These services, however, have been circumscribed by a number of conditions which are inherent in the school situation:

Placement of the blind in fully competitive employment, if it is to be successful, cannot be conducted on a seasonal basis. A spurt of effort following the end of the school semes-

*Visually Handicapped.

† "The Principles and Practices of Educational and Vocational Guidance," Report of the Committee of the National Vocational Guidance Association, *Occupations: The Vocational Guidance Magazine*, XV (May, 1937), 772-778.

ter cannot be effective. Ground work for such effort must be carried on on a continuous and year-round basis and the employment opportunities which develop from it must be taken advantage of as they develop and not be allowed to wither on the vine until the end of the school semester produces its crop of candidates for employment. Further, employment opportunities for the blind which are developed in regular business and industry can only be used to best advantage if there is available a number of candidates for such employment with diversified backgrounds, abilities, and interests. The small, fairly homogeneous groups of blind persons who leave a school for the blind at the end of a semester can seldom contain the diversity of abilities and interests which are essential to the use of employment opportunities in a way that will assure a reasonably satisfactory matching of jobs and workers.

The offering by the schools for the blind of placement and follow-up services to all of its alumni might, at first consideration, seem to provide a way of circumventing the limitation indicated in the foregoing. However, in actual practise, it has not been found to be entirely feasible. After an alumnus has been away from his school for several years, he has so matured or has been changed so much by his experience as an adult that he is no longer truly known by the school and the school is no longer in a position to work with him effectively. In addition to this fact, the alumni of most schools for the blind, generally, live outside the area in which the schools' placement and follow-up services can function effectively and these alumni must turn for help to the agencies for the adult blind.

Aside from these considerations, field services for the adult blind which are carried on by schools for the blind often duplicate field services of agencies for the adult blind and, thus, serve to confuse rather than to improve the situation for the adult blind generally. It is important to bear in mind also the fact that a large portion of the alumni of schools for the blind will be unable to engage in fully competitive employment and, if these alumni are to be served, the special workshops and other special employment programs of agencies for the adult blind will have to be utilized. Special employment programs for the adult blind which have been operated by schools for the blind have proved repeatedly to be inadequate, duplicatory and a retarding influence on the progress of rehabilitation work for the adult blind in their communities.

Assisting the pupil to choose an occupation and assisting him to prepare for it are the two steps in the vocational guidance process with which the school is directly concerned. These two steps are generally carried forward simultaneously and should be fully integrated under a single direction for maximum effectiveness.

Vocational guidance too frequently is thought to begin and end with vocational counseling. Thus, the vocational counselor is mistakenly expected to be an individual who, like a legal counselor, plans the courses of action and largely makes the decisions best calculated to achieve the objectives of the persons he serves. However, the choice of an occupation is seldom made consciously and deliberately.

One generally chooses his occupation gradually and inexorably on the basis of the interplay of a great many factors. Among the more important of these which are subject to reasonably accurate appraisal and some control are: one's actual ability, one's estimate of his ability—it should be noted that these two factors are not identical and that it is one of the functions of the vocational counselor to help each person he serves to make them as nearly identical as possible—the type and quality of the training which one receives, one's occupational interests, and one's knowledge of the employment opportunities available to him. Another function of the vocational counselor is to help each person he serves to achieve as close an identity as possible between his knowledge of the employment opportunities available to him and the employment opportunities which are actually within his reach.

It should be primary functions of any course of training not only to provide the persons receiving the training with specific skills and abilities but to contribute to the raising of all their abilities to the level of their individual capacities and to help to develop occupational interests consistent with

their capacities and the employment opportunities within their reach. In order to do this, all courses of training should be planned so that emphasis will be given to principles governing safe practises at work and to principles governing the organization and conduct of work which will result in a maximum of time and motion economy. Also, careful attention should be given to the atmosphere in which the training is conducted. The attitudes of instructors toward work and their points of view concerning it usually have a profound effect upon the attitudes and occupational interests of the persons under instruction. In schools for the blind, particularly, it is important that the attitudes and points of view of instructors should be broad, tolerant, and sufficiently flexible to readily accommodate to the needs of their pupils. While great pride in a particular trade or craft, on the part of instructors, and even some accompanying disdain for work which is less skilled than that in which instruction is being offered, might be helpful in trade schools where enrolment in a particular course of training suggests that the trainees will pursue the trade or craft for which they are being trained, such an attitude in any course of training in a school for the blind, where the pupils are less homogeneous in their abilities, their backgrounds, and the employment opportunities that will be available to them than are the pupils of a trade school, can develop unrealistic interests in some of the pupils and can result in serious feelings of inferiority in others.

Since vocational guidance in schools for the blind is so strongly influenced by the vocational training they offer, the content and conduct of vocational training courses in the schools should be the responsibility of their vocational guidance directors. Their vocational guidance directors, too, should have an important voice in determining the content and conduct of the quasi-academic courses in the schools' curricula which have a strong direct bearing upon the vocational adjustment ability of the pupils. General Science, Current Events, Commercial Law, and similar courses might fall within the category under this heading. In addition, it might also include a number of courses which are generally classified under the heading of vocational training —such as Auto Mechanics, a course which affords a type of training which, as a specialty, can promise employment opportunities for blind persons only under highly exceptional circumstances but which can contribute materially to the acceptance of blind workers in almost any work situation and, indeed, in almost any social situation. A blind person's ability to discuss intelligently the type of repairs that may be needed in his family's automobile, refrigerator, or automatic heating system, or who can make some adjustments and repairs himself can often earn for himself far more respect and acceptance by his co-workers and his neighbors than he can acquire through a whole wall full of scholastic certificates and degrees. Ability to exchange ideas intelligently on current events, to express a layman's opinion on legal obligations and rights, etc., can similarly serve to gain for him the degree of respect and acceptance essential to his vocational and social adjustment.

The vocational guidance director should be responsible for the selection, administration, and interpretation of all psychometric tests used by the school. He should teach a course in occupational information which should be designed to include—in addition to the information on occupational opportunities available to the blind which is usually included in such a course—information on the significance of psychometric testing, on special educational and vocational adjustment problems growing out of blindness, on the benefits to be sought from vocational training, on the services of agencies for the adult blind available in the area served by the school, and on all types of information which might serve the pupils as a foundation for effective individualized vocational counseling. Vocational counseling in the school should be the responsibility solely of the vocational guidance director and, so far as may be practicable, occupational information and all vocational advice given to individual pupils by teachers or personnel of the school should be cleared with the vocational guidance director.

In order for the vocational guidance director of a school for the blind to acquire and maintain the information and the perspective essential to realistic counseling, it will be

necessary for him to work very closely with the agencies offering services to the adult blind in the area served by the school. He should maintain an intimate acquaintance with the facilities and programs of these agencies and with the problems which they encounter in conducting their employment services. His schedule should be sufficiently flexible to permit him to go into the field to visit the agencies frequently, to meet with the personnel away from the school, and to accompany them as often as may be feasible on home visits, and on visits to places of actual or potential employment of the blind, in order that he might not lose sight of the actual conditions under which the blind of the community live and work.

The drive to achieve perfection which is engendered by academic discipline is a condition which often seriously impairs the employability of blind persons who must seek their employment in any type of production work. Many blind persons who have attended schools for the blind find it difficult to compromise their perfectionists' objective with a quantitative objective of mass production. They set their standards as to quality of work so high as to interfere with their ability to produce a sufficient quantity of work to make their employment practicable and the remuneration for their work worthwhile. It should be the responsibility of the instructors in vocational training courses in schools for the blind to temper the drive toward perfection which the pupils acquire through their academic training with a consciousness of time and motion economy so as to enable them to produce an acceptable quality of work at the greatest speed with which they are capable of working.

In the main, vocational training in schools for the blind is governed by the same objectives of perfect quality as govern the teaching of mathematics, languages and other academic courses. The inability of schools for the blind to dispose economically of large quantities of finished goods makes it extremely difficult to offer training in production-type employment in the schools, the type of employment which affords the most employment opportunities for the blind of average and below-average ability and the blind of superior ability who, for one reason or another, are unable to acquire training for specialized or professional employment. This inability of schools for the blind, together with their common practise of disposing of the materials produced in the vocational training courses through expositions and sales for the parents and friends of their pupils, tends to place more emphasis in the vocational training courses on trying to produce a perfectly-made item than on the best work methods to be followed in producing the item. This is a tendency which must be moderated if the vocational training in schools for the blind is to acquire more practical value. It might be suggested that this moderation could be achieved if, first, the vocational training instructors were to be drawn from or were to be expected to acquire training in the field of industrial engineering and, second, if the schools were to work out some method of economically disposing of large quantities of materials produced in their vocational training courses so that training under production conditions could become feasible.

One of the common practises of schools for the blind which results in a great deal of unsound vocational guidance is the using of successfully employed alumni as vocational guidance counselors. The theory underlying this practise must be that a blind person who has been successful in solving his own vocational problems should be in a position to advise other blind persons how to solve their vocational problems. Unfortunately, this theory fails to take account of the fact that vocational guidance is a specialty and that the rendering of sound vocational guidance services requires the use of a great deal of data which is of a confidential nature and which requires for its proper interpretation and effective use special knowledge and specialized training.

Vocational counseling, like almost any service that involves the giving of advice, holds a strong fascination for many laymen. The vocational counseling offered to pupils of schools for the blind by alumni who are not trained to render this service possibly holds some benefit for the egos of the alumni but it is a benefit which exacts a cost at the expense of the pupils which should make it prohibitive. A common weakness of this sort

of lay counseling is a tendency on the part of the alumnus to try to fashion the pupil after his own image. This is a prerogative exercised by the deity and one that should be reserved for the deity alone. It has resulted, perhaps, in more misguided aspirations and disappointments than any other practise in schools for the blind. Any of us who have attended schools for the blind and who can look back over the past twenty years or so of this practise can see the high correlation between the employment interests of the blind persons who have left the school during various periods and the occupation of the various members of the alumni who happened to be in a dominant position during these periods. The unfortunate aftermath of such a correlation is seen in the large number of blind persons who have invested effort, time, and, sometimes, money, in training for occupations for which they were not equipped and who have either remained permanently unemployed or have wasted large portions of their lives striving for what was unattainable to them and eventually, disillusioned and dispirited, accepting employment for which they were not prepared psychologically nor trained to perform efficiently.

One of the most distressing results of unsound vocational guidance in schools for the blind is seen in the large number of graduates of the schools who undertake courses of higher education without having the mental capacity or the emotional maturity to use such education to good purpose. It is understandable that many of the teachers of the schools whose own educational backgrounds serve to make them view higher education as extremely desirable in itself and who are not in a position to appreciate some of the extra educational demands that must be met by blind persons who are to use higher education to advantage, should feel that their more conscientious pupils could not fail to benefit from college and university studies. Consequently, they encourage many of their pupils to dedicate themselves to many long, anxiety-ridden years of hard work which lack sound planning and realistic objectives and which end with a sense of futility and bitterness or, at best, with employment on a level so much higher than they are equipped to cope with that they struggle along performing their work barely above minimum requirements at a cost to themselves in effort and anxiety that make the rewards for their work small in comparison to what it exacts from them.

There seems to be little purpose in recapitulating further the weaknesses in the vocational guidance services in schools for the blind. Many of us here who work with the adult blind see only too frequently the effects of these weaknesses. The criticism of the schools which has been suggested by these remarks has not intended to imply that vocational guidance services for the adult blind generally are much better than those for the blind of school age. Let us who are working with the adult blind and our colleagues who are working with the young blind examine our work objectively and honestly and let each of us strive to put our own house in order and to do what may seem necessary to achieve the co-ordination of the rehabilitation programs of the agencies for the adult blind with the educational programs of the schools for the blind that is essential to the achievement of services of maximum effectiveness for all of the blind.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

* M. ROBERT BARNETT, Executive Director

Introduction

It is with a great deal of pleasure that I again take advantage of the traditional spot made available at each Convention of the A.A.W.B. to present a report of the activities of the American Foundation for the Blind. As you know these reports are designed to provide the Association with a glimpse of the major events of the period since the last Convention, and possibly suggest future plans.

Before entering into a statement of specific activities, it is our belief that you should hear an explanation of certain general philoso-

* Visually Handicapped.

phies. You are aware, of course, that your speaker has been the Executive Director of the Foundation for just two years. It may have appeared to many of you that the new Director was, in some instances, moving too fast in some areas of administration and service alterations, and to others of you, it may have seemed that we have moved at an exasperatingly slow pace in certain other areas. As a matter of fact, with the continued capable leadership of the Foundation's Board of Trustees, and the gradually increasing flow of suggestions and advice from many of you, virtually everything that has been done at and to the Foundation in the past two years has been a part of a deliberate and organized plan. This plan has only one fundamental objective—to make the American Foundation for the Blind a truly national and truly professional agency in all phases of research, and one that disseminates the findings of that research to any and every agency or individual working in the interests of the blind. As has been stated before, the facilities of the Foundation—both money and staff—will continue to be used, not for the glory of the Foundation itself, but for service to and on behalf of the blind regardless of where they are.

Board of Trustees

Now to specific items. We should report that the Board of Trustees of the Foundation now stands at its full strength of 25 members. This is the result of the addition of four new Trustees earlier this month at the Annual Meeting of Members. They are: Dr. Deane W. Malott, President of Cornell University, Ithaca, New York; Mr. J. P. Morgan II, Officer of J. P. Morgan & Company, Inc., New York City; and the incumbent presidents of the American Association of Workers for the Blind and the American Association of Instructors of the Blind.

This action by the Members of the Foundation of electing the presidents of the two Associations—the A.A.I.B. and the A.A.W.B. —is the first step to be taken in a plan to modernize the procedure for the election of Trustees to the Board of the Foundation by the several categories of Professional Members. It is planned that the revision of the bylaws and membership structure will be concluded before the end of this calender year.

Committee on Statistics

We are pleased to report the reactivation of the National Committee on Statistics of Blindness. As you know, this Committee originally was formed about 20 years ago by the American Foundation for the Blind and the National Society for the Prevention of Blindness. Its work was considerable and the contribution which it made was and still is of great significance in social and medical planning. Of late years the full Committee was relatively inactive while staff members of the two agencies continued to attend to its administrative routines. The Foundation and the National Society, at the request of Dr. Ralph G. Hurlin, Secretary & Assistant Treasurer, Russell Sage Foundation, appointed a reorganized Committee which had its first meeting on June 20, just a week ago. Its organizational session resulted in the preliminary planning for demonstration surveys which will begin within a very few months, and it is our hope that before much longer after that, a new body of knowledge about the incidence of blindness will be set up. The Committee members are: Dr. Ralph G. Hurlin, Chairman of the Committee, Secretary & Assistant Treasurer, Russell Sage Foundation, New York City; Dr. Trygve Gunderson, Head of Department of Ophthalmology, Harvard University, Cambridge, Massachusetts; Dr. Conrad Berens, Executive Eye Surgeon, New York Eye and Ear Infirmary, New York City; Dr. Raymond L. Pfeiffer, Ophthalmological Consultant, New York State Commission for the Blind, New York City; Miss Anne E. Geddes, Chief, Division of Statistics and Analysis, Bureau of Public Assistance, Social Security Administration FSA, Washington, D. C.; Dr. Carl E. Rice, Medical Director, PHS, Office of Vocational Rehabilitation, Federal Security Agency, Washington 25, D. C.; Dr. Gabriel Farrell, Retiring Director, Perkins Institution, Watertown, Massachusetts; and, Dr. Marta Fraenkel, Director, Medical Statistics & Records Service, Department of Hospitals, New York City. Ex officio members are Dr. Franklin Foote, Executive Director, and Miss Edith Kerby, Associate for Statistics and Analysis, both of the

National Society staff, and myself and Miss Kathern Gruber, Assistant Director, of the Foundation staff.

Special, Technical and Manufacturing Services

A. *Technical Research and Development*

In general, the technical research staff and specialists, with cooperating institutions, have continued to explore improved techniques of sound recording, improved methods for the reproduction of braille literature, special devices to assist deaf-blind persons to overcome obstacles in the way of communication, and a variety of other special aids, tools and games. The Board of Trustees has called for a plan to expand the Foundation's direct and indirect activity in the field of technical research and development, and it is believed that significant announcements in this field will be made in the fall of this year.

B. *Sales of Appliances*

The sale of appliances and other items, which are manufactured by the Foundation, or adapted in our departments, or simply made available from commercial firms at non-profit prices, has continued the expansion which we have noted for a number of years. More and more agencies for the blind and individuals have learned of the special advantages of this type of service, and the demand for all types of appliances is taxing the time and energies of the personnel devoted to this work. The Board of Trustees has continued to authorize the Executive Director to exclude from the cost of special aids and appliances, other than Talking Book records, the salaries of the personnel. It may be expected, however, that cost studies may result in slightly increased prices in the near future which must be made against such items.

C. *Manufacturing*

The Board of Trustees and executive staff continue their efforts to bring about a better balance of activities through the reduction of manufacturing programs wherever and whenever there is evidence that such manufacturing is not essential. In this instance, we mean by "essential" that the articles under consideration must be of considerable importance to a relatively large number of persons and not available readily or adequately from private commercial sources or other specialized agencies for the blind. Of specific interest in this study is the possibility that the Foundation may discontinue, in the next few months, the manufacture of its own models of Talking Book reproducers.

D. *Braille Writers*

We are informed by officials of Howe Press of Perkins Institutions that the new Perkins Brailler—the development of which was assisted financially and otherwise by the Foundation—is under production and that by gradual and consistent monthly shipments the approximately 2,000 orders for these machines on the waiting list will be filled. The Foundation agrees with Howe Press that every effort will be made to observe the prior right of purchasers as they appear on the waiting list and we also caution new purchasers that it will be some months before orders can be filled.

Professional Services

This report of the Professional Services of the American Foundation for the Blind covers the time between June 1, 1950 and June 1, 1951. It reflects the administrative reorganizational procedures of the Foundation after 18 months of application. In the Professional Services these reorganizational procedures have resulted in a coordinated and cohesive program—a program based on the needs of the field and based on the interpretation on the interpretation of the Foundation's function not only as a national agency but also as an agency supplementary to tax-supported programs in behalf of the blind throughout the country.

A. *Participation in National Conferences*

More and more the Foundation is giving emphasis to its role as a national agency and is, of necessity, giving priority to those national conferences in which the philosophy of our work can be not only extended but also enriched. Foundation staff members attended many *national* conferences during the year, but the following are the ones in which the staff actually participated either as prin-

cipal speakers, sectional speakers, or members of important committees:

1. National Braille Mathematics Committee Meeting
2. National Deaf-Blind Committee Meeting
3. American Association of Instructors of the Blind
4. National Federation of the Blind
5. Midcentury White House Conference on Children and Youth
6. American Association of Workers for the Blind
7. Blinded Veterans Association Convention
8. National Rehabilitation Association Conference on Legislation
9. Canadian Council of the Blind
10. National Rehabilitation Association
11. Canadian National Association of Home Teachers
12. National Vocational Guidance Association
13. National Conference of Social Work
14. International Council for Exceptional Children

B. *Participation in State Conferences*

During the past year the Foundation received many requests to have staff members participate in *state* conferences of various kinds. With the limitations imposed by time and by the small number of available staff, it was possible to send Foundation participants to only a limited number of conferences held in the following states: Connecticut, North Carolina, Michigan, Ohio, New York, Washington, California, New Mexico, Kentucky, Utah, New Jersey, Minnesota, Pennsylvania, Mississippi and Louisiana.

C. *Field Work*

Upon official invitations from local and/or state agencies and institutions serving the blind, the Foundation gave consultative field service in twelve states. Since there is some doubt in my mind as to whether it is quite right to list the agencies publicly, I will refrain from detailing this section of the report to include the specific recipients of consultative service. As you know, any survey report which the Foundation submits is the confidential property of the authorities in charge of the agency or agencies who originally requested Foundation advice.

In order to obtain a national overview of the current work being done in behalf of the preschool blind child, the Foundation initiated an extensive field trip for one of its Consultants in Education. This Consultant observed the types of program which are being carried on by various agencies and schools throughout the nation. Eighteen separate programs were observed in almost as many states. This on-the-spot observation now makes it possible for the Foundation to direct its national efforts in behalf of the preschool blind child much more efficiently and accurately and on a regional-planning basis.

In the field of work for the deaf-blind, the Consultant in charge has done much intensive field work during the past year. Most of this field work has been initiated by the Foundation in carrying through its long-range plan of sending its Consultant to every state in the nation to assist local workers in their direct contacts with their local citizens who happen to be both deaf and blind. The following states have been covered by this type of field work during the past year: North Carolina, New Mexico, Arizona, Montana, California, Ohio, Massachusetts, New Hampshire, and Rhode Island. This makes a total of 36 states, and the District of Columbia, that have received this kind of field service in behalf of deaf-blind persons since the Services for the Deaf-Blind were established in January of 1946.

In the field of work for the war-blinded, the Consultant in charge has continued to serve as Consultant to the Department of Medicine and Surgery of the United States Veterans Administration in developing its program for war-blinded personnel. With the outbreak of the Korean conflict, this service was revitalized so that now Foundation services to the Korean war-blinded are carried on in the same manner as were the services to those blinded in World War II. Through the cooperative planning of the United States Department of Defense, the United States Veterans Administration, the Blinded Veterans Association, and the American Foundation for the Blind, the Foundation Consultant visited the six military hospitals in which the majority of the Korean war-

blinded are receiving definitive medical treatment. This trip was made primarily in the interest of implementing an objective stated by the U. S. Department of Defense and held by all four organizations listed above—that of sending the war-blinded to *one* central hospital where they can receive the best medical and rehabilitation care our country can give. As of today, this objective is being realized in behalf of the approximately forty men who have been blinded thus far in the Korean conflict.

D. *Special Institutes and Work Sessions*

From February 18 through February 23 of this year the American Foundation for the Blind, in cooperation with the Federal Security Agency, conducted and partially subsidized an intensive and important national conference on Adjustment Centers for the Adult Blind. This conference was held at Mitchell, Indiana. Participants were a selected group of persons with experience in this type of work. The conference results have been published jointly by the two sponsoring agencies and are available at the present time.

Similarly, from April 12 through April 16, 1951 the American Foundation for the Blind conducted and partially subsidized a National Work Session dealing with the problems of the preschool blind child. This Work Session was held at the Foundation headquarters in New York City. Participants were a selected group of educators, psychiatrists, psychologists, ophthalmologists, medical social workers, etc.—all of whom had had experience in this type of work. The results of this Work Session will soon be published by the Foundation and made available to the field.

Among national institutes planned for the immediate future that should be mentioned here is a fact-finding and recommending conclave on the subject of the distribution of braille and Talking Book literature. The conference, planned for sometime in November, will be under the direct auspices of the United States Library of Congress, with the assistance as needed of the American Foundation for the Blind.

E. *College, University, and Summer School Activity*

In accordance with its planning on a regional basis, the Foundation has made definite and specific contacts with several colleges and universities in various sections of the nation in order to explore and evaluate the potential for initiating educational courses in the coming years. The personnel in charge of special education at these various institutions of higher learning have been interested in discussing the standards which the Foundation suggests be established and maintained in special training courses for teachers and workers with the blind. They are encouraged by the Foundation's desire to regionalize its support in these educational endeavors and the Foundation, in turn, is encouraged by this kind of positive reaction to its future planning.

During the summer of 1950 the Foundation sponsored the following special summer schools:

1. Courses for workers with the adult blind —University of Michigan
2. Courses in education of the deaf-blind— Michigan State Normal School (in cooperation with Perkins Institution)
3. Special courses for Negro teachers of the young blind—Hampton Institute, Hampton, Virginia
4. Special courses for teachers of the young blind—University of Wisconsin

1951 registration for these same courses was completed early in June and the Foundation staff have already left to take up their respective teaching duties for the summer.

F. *Scholarships*

The full quota of regular, special, and summer school scholarships was granted during the year 1950-51. Early in 1951 the scholarship procedures were revised and a new national scholarship committee was appointed, such appointment reflecting the Foundation's plans to operate on a regional basis. The newly appointed scholarship committee will serve for three years and it is composed of a member from each of the following geographic areas: the West Coast —Mrs. Marion H. Grew, Superintendent, Washington State School for the Blind, Vancouver, Washington; the North Central Area —Miss Edith Cohoe, Supervisor, Braille and Sight-Saving Classes, Department of Special

Education, Detroit, Michigan; and, the South Atlantic Area—Mr. Egbert N. Peeler, Superintendent, North Carolina State School for the Blind and Deaf, Raleigh, North Carolina. Mr. M. C. Migel continues to serve as the fourth member. All applications for regular scholarships for 1950-52 have been processed and an announcement of the scholarship recipients was made on June 15.

G. *Publications*

The Foundation has continued its regular publication of the following periodicals:

1. The Outlook for the Blind
2. Touch and Go
3. Talking Book Topics
4. Braille Book Review

In addition, the following books, monographs, and pamphlets have been published during the past year under the direction and supervision of the Foundation Library:

1. 8th Edition of the Directory of Activities for the Blind in the United States and Canada
2. Psychological Diagnosis and Counseling of the Adult Blind
3. Adjustment Centers for the Blind
4. Law as a Profession for the Blind
5. Doctors' Dissertations and Masters' Theses on the Visually Handicapped
6. Fifty Years of Blind Authors
7. Methods of Communication with Deaf-Blind People
8. A Study of Programs for Preschool Blind Children in the United States

In addition, the Librarian of the Foundation is currently working on a revised edition of "Books About the Blind", the annotated bibliography whose first publication in 1940 was made possible through a grant from the Carnegie Corporation of New York. It is hoped that this will be ready for publication by January 1952.

H. *The Foundation's Washington Office*

In January of 1950 the American Foundation for the Blind activated an office located at 15th and K Streets, N. W. in Washington, D. C. The Legislative Analyst of the staff of the Foundation works out of that office in connection with his duties which are largely concentrated in the nation's Capitol. Through this Washington office the Foundation has received monthly reports on legislative activity concerning the blind—reports which have then been sent to some 1000 individuals and agencies for the blind throughout the country. The Washington Office also serves as a base of operation for all Foundation personnel when their specific duties take them to that city. As you know, it has been our extreme pleasure to make this office at all times available to the Legislative Committee and the Board of Directors of the A.A.W.B., and our own staff member has enjoyed the privilege of representing the A.A.W.B. on many occasions.

I. *Helen Keller*

Miss Keller, in her position as Counselor of the Bureau of National and International Relations for the American Foundation for the Blind, and our foreign service affiliate, American Foundation for Overseas Blind, has served as a constant source of inspiration to all members of the Foundation staff throughout the year. The activities of Miss Keller are many and varied from day to day—all in behalf of the welfare of the blind and the deaf-blind. Three special activities are mentioned here:

1. In October of 1950 Miss Keller dedicated the new building to be used in the education of deaf-blind children at the California School for the Blind at Berkeley, California. This event was a notable one for the State of California and was another milestone in Miss Keller's devoted efforts in behalf of deaf-blind people.
2. This year Miss Keller served as a judge in the national essay contest sponsored by the United States Department of Labor in behalf of National Employ the Physically Handicapped Week.
3. In February of this year Miss Keller and Miss Thomson sailed on a four-month tour of South Africa. This tour was sponsored by the South African National Council for the Blind, the South African Council for the Deaf, the American Foundation for the Blind and the American Foundation for Overseas Blind. Miss Keller is a beloved universal citizen, and

the American Foundation for the Blind is pleased to have had a part in making it possible to share her inspiration with our South African neighbors.

Conclusion

At the time of the Meeting of Members of the Foundation in New York City, President William Ziegler, Jr. presented much of the foregoing material to the assembly. His concluding remarks gave me such a feeling of pride in the organization with which I have been associated such a short time, that I hope you will permit me to quote them to you at this time. He said, "It is your President's custom to express appreciation on behalf of the Board of Trustees, to the administrative, professional, mechanical, clerical, and maintenance personnel of the Foundation for their loyalty and generally efficient service. We do so again at this meeting and compliment them all for an obvious esprit de corps. The dictionary defines this phrase as 'enthusiasm, devotion and jealous regard for the honor of the group', and we are happy that the definition fits at the American Foundation for the Blind."

SUMMARIES OF GROUP MEETINGS

GROUP A

BYRON M. SMITH, Chairman

Executive Secretary, Minneapolis Society for the Blind, Minneapolis, Minnesota

Madam Chairman, Ladies and Gentlemen —It is not good taste for me to apologize for the comments I am about to make but I believe it is only reasonable to tell you it would require more time than I have had available to adequately brief the highlights of our Group A meeting for you. Many of you have undoubtedly heard comments about this truly fine meeting.

When we were arranging for the group meeting some months ago we reviewed the ideas we had received from many of you from various parts of the country and decided we should concentrate our presentations on two main subjects which seemed to be uppermost in the minds of most of you.

> First, what is the present day challenge of the executive of a progressive agency for the blind?
> Second, what is the employer's viewpoint in employing blind and visually handicapped workers?

Every agency must be concerned about these two problems and Dr. Platt, Executive Director of the New York Association for the Blind, known to many of you as the Lighthouse, agreed to prepare a paper for you dealing with problem number One.

Mr. J. Arthur Johnson, formerly of Minnesota's Bureau for the Blind and for the past seven years personnel officer of the Minneapolis Honeywell Company, a business with a gross income of over $100,000,000.00 every year and 17,000 employees on its payroll, agreed to prepare a paper dealing with problem number Two.

Their papers appear elsewhere in these Proceedings.

On the platform with the two speakers we had Mr. C. C. Kleber, General Manager, National Industries for the Blind, Mr. E. D. Morgret, Assistant Manager of the National Industries for the Blind, Mr. R. E. Barrett, Superintendent of the Pennsylvania Home for Blind Men, Mr. Carl Olson, Manager of the New York Association for the Blind. These men are all members of the Executive Committee of Workshops for the Blind and took part in answering some of the questions which were asked after the presentation of the papers by Dr. Platt and Mr. Johnson. Out of the discussion came the request that next year Group A have as part of its program a complete review of the ways and means of raising money to carry out a suitable program for the blind.

In conclusion it can briefly be mentioned that Mr. Carl Olson of the New York Association for the Blind was elected to be chairman of Group A for the next two years. Mr. Alfred Severson, Executive Director of the Chicago Lighthouse for the Blind, was elected secretary for Group A for the coming two years and Byron M. Smith was nominated (and subsequently appointed by the Board) to represent Group A on the Board of Directors of the American Association of Workers for the Blind, to serve until 1953.

GROUP B

MRS. MADELINE P. McCRARY, Secretary
Chief of Rehabilitation Services, State Commission for the Blind, Raleigh, North Carolina

Group B, composed of Rehabilitation Specialists, placement agents and field officers for the Blind met on Monday, June 25, 1951. Two rather neglected phases of rehabilitation were discussed—Home Industry and Rural Blind.

Julia Lawson, of Austin, Texas, presented a paper on "The Importance of Home Industry to Rehabilitation." The problems of The Rural Blind were discussed by George Owens, of Mississippi.

Mr. W. R. Young, Daytona Beach, Florida, spoke of the preparation essential before a blind person was placed in employment. The second half of meeting was given to Industrial placements. Mr. M. I. Tynan made some interesting and constructive remarks on "The Development and Expansions of Employment Opportunities." Bob McKnight discussed "Employer Attitudes." Post placement supervision was discussed by Chas. B. Grider, of Alabama.

All these papers appear elsewhere.

At the business session, John B. Raithel, of Kansas City, Missouri, was elected chairman, and Robert R. Moore of Des Moines, Iowa, Secretary. W. S. Wood of Texas was recommended as Board member for two years.

GROUP C

*MARY ELIZABETH ROWELL, Secretary
Special Caseworker with the Blind, State Commission for the Blind, Asheville, North Carolina

Group C held its sectional meeting Tuesday morning, June 26th, in the Ocean Room.

Miss Elizabeth Maloney, Assistant Director, Department of Handicapped, Brooklyn Bureau of Social Services, Brooklyn, N. Y., gave the main address. She discussed "Casework with the Blind".

Her paper appears elsewhere.

Miss Marie Busch, Supervisor of Home Teachers, Division of Welfare, Jefferson City, Missouri, reported on the Handicraft Supplement of the Home Teacher, a magazine published in Braille by the National Braille Press, and edited by Miss Rowena H. Morse. It is devoted to the problems of the home teacher, and contains material of interest to them. Two years ago, at the sectional meeting during the AAWB convention in Boston, our section appointed a standing committee to work on the project of getting out a handicraft supplement to the Home Teacher. Miss Busch was appointed chairman of that committee at that time. It was suggested that this supplement be quarterly, and that each conference—eastern, midwestern, and western, be responsible for one quarterly, and the midwestern conference was to be responsible for the first. In Salt Lake City last year, at the sectional meeting, Miss Busch reported that the first supplement had been published, and it had contained 12 pages of handicraft instructions submitted by home teachers in her conference. Mr. Ierardi suggested the supplement be made bigger, up to 30 pages, if the group was interested. At that time, the group expressed great interest in this project. This year Miss Busch reported four quarterlies had been published, and she thought those responsible for the project would be interested in having the group reaction. She submitted a letter from Miss Morse expressing an interest in knowing the section's reaction as expressed at the meeting. She also submitted a questionnaire to be published in the next quarterly which would indicate the workers' reaction, and the workers were urged to fill this out when it was published. The group expressed a very hearty endorsement of this project.

The group also informally discussed another experiment. At the sectional meeting in Salt Lake City, the possibility of home

*Visually Handicapped.

teachers using Talking Book records to help with Braille instructions was discussed. The idea was for the pupil to use these recordings to help correct or check his reading, and the pupil was to read with his fingers while the records were played. While many, at that time thought only an exceptional pupil could use this successfully, the group was interested enough that Mr. Barnett of the American Foundation promised to get his agency to sponsor the project. This year the group wanted to know what had been done. Mr. Barnett was not present this time, but Miss Georgia Abel of the American Foundation said they had not made any progress along that line. However she reported they were experimenting with giving typing lessons by Talking Book. Miss Helen McGrath of Newark, N. J., reported she had used some typing lessons worked out with Soundscriber records, and had had excellent results. She suggested the possibility of home teachers getting hold of some records of this kind, and thought these agencies would loan some they had in order for the home teacher to experiment. If these were successful, maybe the teachers could get some of their own.

The group expressed a keen interest in having a meeting with Miss Annette Dinsmore of the American Foundation in order to discuss problems of the deaf-blind. Arrangements were made with Mr. Alfred Allen to have a room for this purpose, and the meeting was scheduled for 8:00 that same night.

Our section then had election of officers. Mr. Howard H. Hanson, Pierre, S. Dakota, was elected the new chairman and Mrs. Juliet Bindt of Sacramento, California, was elected secretary.

GROUP D

*JAKE JACOBSON, Chairman
Portsmouth, Virginia

The meeting of the above group was held on Monday afternoon, June 25, 1951 in the Daytona Room. The meeting was presided over by Jake Jacobson, Chairman. Mr. C. D. Grover, Group D's member of the Board of Directors and Miss Helen Scherer, Secretary of the group, were presented to those at the meeting.

After opening remarks by the Chairman, Mr. J. B. Delbridge of Richmond, Virginia, State Manager of the canteen service was then introduced and gave a paper on the Christmas tree sale for the blind. Mr. Delbridge had been the executive director of the Christmas tree sale held in Portsmouth, Virginia, last December. He spoke on its merits, its difficulties, etc. Miss Elizabeth Locke of the Syracuse Association for the Blind was called on to relate her experiences in regard to the Christmas tree sale held in her city, and she reported great financial success.

Mr. C. C. Kleber of the National Industries for the Blind, New York and Mr. Earl Barrett of Philadelphia joined in the discussion along with Dr. Claire Owens of Nebraska and many others who attended the meeting for the purpose of learning something about the Christmas tree sale. More points were brought out and the group developed some very good ideas. It was suggested that some outstanding organization take an interest and secure suitable producers and possibly work out a suitable symbol for the purpose of carrying on the Christmas tree sales for the blind.

It was generally agreed that this year Group D had its best meeting, and that it can be of great service to the American Association of Workers for the Blind.

After all discussions were concluded, Jake Jacobson was re-elected Chairman and Miss Helen Scherer was re-elected Secretary. Mr. C. D. Grover of Albany, New York, has two more years on the Board of Directors.

*Visually Handicapped.

GROUP E

*MRS. LEE JOHNSTON, Chairman
Chief, Bureau for the Blind, Division of Welfare, Jefferson City, Missouri

A panel discussion on Foot Travel Techniques For The Blind was held at the Group E meeting, panel members being W. Harold Bleakley, Associate Director, Pittsburgh Branch, Pennsylvania Association for the Blind, Pittsburgh, Pennsylvania; Frederick W. Ave-Lallement, Executive Director, Columbia Polytechnic Institute for the Blind, Washington, D. C.; Harold Richterman, Supervisor of Vocational Institute, Industrial Home for the Blind, Brooklyn, N. Y.

Mr. Bleakley was unable to be present. His paper on "Where Are We In Teaching The Blind To Travel Alone", was read by Mr. Burton Aycock, Director of the Louisiana Department of Services to the Blind.

Mr. Ave-Lallement traced the history of foot travel and the strides man has made to reduce its physical demands, such as the automobile, airplane and streamline train, elevator, escalator, ramp and stairway. Mr. Richterman gave a paper on "Some of the Important but Less Obvious Values of Physical Orientation and Foot Travel for the Blind". These papers appear in full elsewhere.

The following were elected to serve the group for the next two years: Chairman: H. B. Aycock, Director, Services for the Blind, State Department of Welfare, Baton Rouge, Louisiana; Secretary: Mrs. Kathryn C. Barkhausen, Director, Division of Services for the Blind, State Department of Public Welfare, Denver, Colorado. Mr. H. A. Wood, Executive Secretary, North Carolina State Commission for the Blind, Raleigh, North Carolina, was elected Board Member to serve for a term of four years.

*Visually Handicapped.

GROUP F

ELIZABETH L. HUTCHINSON, Secretary
Vice-President, The Seeing Eye, Inc., Morristown, New Jersey

The meeting of Section F was held Tuesday morning, June 26, 1951, with its Chairman, Mr. A. N. Magill, Superintendent of the Ontario Division of the Canadian National Institute for the Blind, presiding. It was well attended and four papers were given—two by workers in the United States and two from Canada. There was a short business meeting before the papers were read and the following officers were elected: Col. E. A. Baker, Director of the Canadian National Institute for the Blind, was reelected to represent Group F on the Board of Directors of the American Association of Workers for the Blind, for a four year term. J. Milton Johnson, Director of Social Welfare and Recreation of Braille Institute of America, Inc., Los Angeles, California, was elected Chairman of the group for a two year term. Elizabeth L. Hutchinson, Vice-President of The Seeing Eye, Inc., Morristown, N. J., was elected Secretary for a two year term.

The keynote of all the papers was coordination of work for the blind as that was the keynote of the conference, and the first paper was given by Hulen Walker, Legislative Analyst of the American Foundation for the Blind and his subject was "Possible Contributions of the National Private Agency for the Blind in the United States".

Mr. Philip Harrison, Executive Secretary of the parent association of the Pennsylvania Association for the Blind, presented his paper, "The Place for and the Values of the Private State Wide Organization for the Blind". The third paper was given by F. H. Flinn, Superintendent of the Maritime Division of the Canadian National Industries for the Blind in Halifax, Nova Scotia. The topic was "The Value and Scope of a Single Private Service Organization in Work for the Blind in Canada."

In Canada a blind person turns to the CNIB which means that that organization

must stand on its toes. To help them to give to blind persons the best and to counteract any weakness, there was formed seven years ago, the Canadian Council *of* the Blind in cooperation with the Canadian National Institute for the Blind, and financed by them by mutual arrangement. This set-up was explained by Mrs. Sadie Brooks Bending, President of the Council *of* the Blind and a volunteer, in her paper "The Contributions which Organized Blind People Make to Work for the Blind in Canada".

These papers appear in full elsewhere.

GROUP G

EGBERT N. PEELER, Secretary

Superintendent, North Carolina State School for the Blind and the Deaf, Raleigh, North Carolina

An informal statement of the previous meeting of Group G in Utah in 1950 was made by the Secretary. This served to open the topic which was scheduled for discussion at the current meeting; that is, "The Status of Research in Schools for the Blind". The Chairman of the Committee, Mr. Robert H. Thompson, Superintendent of the Missouri School for the Blind, presented a mimeographed bulletin containing sixteen questions which were submitted to schools throughout the United States. Mr. Thompson had a tabulation of the replies from the schools to these sixteen questions and led the discussion of the group. Most of the questions were related to the course of study and problems connected with the presentation of subject matter to visually handicapped students. Some discussion was centered around the question of types of research needed in schools for the blind and steps that could be taken to meet the needs.

The group elected Mr. Leo J. Flood of Jacksonville, Illinois, as Chairman and Mr. D. W. Overbeay of Vinton, Iowa, as Secretary for the group for the next two years. Mr. Robert H. Thompson of St. Louis, Missouri, was elected as board member for a period of four years.

GROUP H

HOWARD M. LIECHTY, Chairman

Managing Editor, Matilda Ziegler Publishing Company, Monsey, New York

Mrs. Mildred Skinner, Librarian for the Blind of the New York City Public Library, presented a paper on "Special Recording for Student and Professional Needs" and Miss Marjorie Hooper, Braille Editor of The American Printing House for the Blind, Louisville, Kentucky, gave a paper on World Braille.

Both papers appear in full elsewhere in these Proceedings.

Section H also discussed problems of printers and publishers, and a sub-section consisting of this smaller group met in an extra session to consider some problems which they have in common, principally in connection with machinery and technical equipment. The section also discussed problems of the librarians, including such matters as the distribution of talking book machines and records and of Braille books.

Also, having urged on the convention at Salt Lake City in 1950 the appointment of a Joint Braille Committee with equal representation from the membership of the American Association of Instructors of the Blind, Group H was this year interested in the progress of the work of this Joint Committee, and this Joint Committee was requested to hear the views of any persons interested in Braille and its problems, which request was graciously met.

Group H also urged the Board of Directors to transmit by cablegram a message to UNESCO, currently meeting in Paris, express-

ing gratification for the progress made in connection with World Braille, and urging that funds be made available to continue the work of the special World Braille Section. This request was given approval by the Board and a cablegram was sent to UNESCO.

The Group elected Mr. F. E. Davis, Secretary and Superintendent of the American Printing House for the Blind, Louisville, Kentucky, as its Board Member to serve for four years. It reelected as Chairman Mr. Howard M. Liechty and as Secretary, Mr. Nelson Coon, of Perkins Institution, Watertown, Massachusetts, each to serve for the next two years.

GROUP I

These two papers, which appear elsewhere, were read: "Something About Merchandising", by Mr. Warren Foster, Merchandising Division, Coca Cola Company, Atlanta, Georgia; "Present Vending Stand Programs, and the Outlook for the Future", by Mr. Maurice Tynan, Chief of Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Discussion from the Floor.

Q. Could the operation of Vending Machines by the Post Office employees for their own benefit in Post Offices be investigated? Just recently, we have had a number of vending machines in Post Offices, where we now have blind operators. For a long time, we did not have any equipment. Going back to these various stands, we had to check with the Post master for approval, and would find they already had machines from which the Post Office employees got the profits. We think this should be handled by the Vending Stand and should be investigated and stopped. If these machines are located in the swing rooms, no operator can go in and service them. The machine is either serviced by Coca Cola or by the janitor. The past few weeks have contained a number of instances where such operations have been called to the attention of Post Offices. In each case, they replied they were acting in accord with the ruling. If we decide the best interest of the operator can be served by calling a particular situation to your attention, that you would accept that as evidence of the fact, we would appreciate it if you would pass the information to the local authorities. We would be as surprised as anyone if word got to the local office.

A. By Mr. Tynan: If you will write me about the situation, I will see that it is referred to the proper channels.

Q. You mention the Vending Machine in the Post Offices where they have a cafeteria, that the profits would accrue to the cafeteria, in order to reduce the price of the food to the employees.

A. I assume that is the reason. This would also be true of swing rooms. Put that question to us and we will submit it and see what happens.

Q. What about Stands on grounds of Federal Housing Project? Is this not covered by the Randolph-Shepperd Act?

A. By Mr. Tynan: Federal Housing Projects, so called, is a misnomer. As a matter of fact, these projects are built by Federal Housing, then leased. There are a few that are operated by the Federal Government. If you can sell the Superintendent or person in charge, then we can cooperate and go along with the Federal Government in establishing Vending Stands on the Project. Now in reference to the leased projects, they are no longer Federal and you have to determine whether they are Federal or leased.

Q. In the event the Superintendent is operating a Vending Machine, is there any violation?

A. No.

Q. What is the present regulation? Can we get U. S. funds for Stand construction?

A. By Mr. Tynan: The Business Enterprise Program is changed so that now we can match Federal Funds for a Stand in a Post Office Building or other Federal Building without cooling unit up to $700, and where you have a cooling system, up to $800, and then if the Stand carries on food preparation, to $1,000 and 20% for everything over for outside Stands, so that we have a good En-

terprise Program for putting in an outside Stand. We can match up to $1,200 Federal funds.

Q. Supose a person wants to start a small general store. Would the same arrangements exist?

A. By Mr. Tynan: Absolutely. If you have a controlled Business Enterprise plan, provided for in your State, it is applicable. It must be under Control of Vocational Rehabilitation.

Q. How may we induce capable persons to accept positions as Vending Stand Operators?

A. By Mr. Joseph Clunk: May I say, from my experience, that if you have to persuade people to accept employment, then you had better let them stay at home. Anyone whom you have to persuade is going to take a job as a favor to you. They will not put their best into it. They are always doing you a favor. If you are putting blind people in business, if you are arranging for a Stand, and you let them think that they are paying you, that is like putting a typist in hospital work when placed in a hospital or putting a man in the automobile business by placing him with General Motors. The psychological difficulty is due to the fact that we have not put over the idea that we are putting them in business. They are not paying you for doing them a service. They may even question your service, as to whether they are getting their money's worth. A blind person is given a job. Whatever comes back to the Agency should pay for general costs in assuring the success of the enterprise. Until we face that fact squarely, and dispel the thought that they are paying for anything, but are receiving employment, as well as income, we will have difficulty. If you have to sell a blind person about taking a job, as an accommodation to you, you are on shifting sands. The best way to induce them to want to come in is by using the principle of a good commercial business. If you are having difficulty, it is because you are applying only a percentage and not the whole of good methods. Do not sell them. Don't let them take a job on an accommodation basis.

A. (Second) by Mr. Kumpe:

About two years ago, we changed over to a salary plus basis. One reason was to break down the idea that they were paying *US.* Some locations produce better, and they are fortunate.

A. (Third)

They realize that they are tied to the whole program. We put them on a flat salary and at the end of the year, a bonus is offered, each manager shares on a basis of his annual salary.

Q. Suppose we move an operator to a different location during the year.

A. Regardless of the location, it does not affect his salary or bonus.

Q. Is there a Manual on establishing and operating the Stand Program?

A. Apparently, there is not.

After the close of this discussion period, it was decided to hold another meeting the same evening at 8 P. M.

Elections were held with the following results:

Board Member for four years:

Douglas Strong, Canadian National Institute for the Blind, Toronto, Ontario.

Chairman for two years:

William Hathaway, Delaware Commission for the Blind, Wilmington, Delaware.

Secretary for two years:

John J. Clunk, Maryland Workshop for the Blind, Baltimore, Maryland.

Report of Second Discussion Meeting

The discussion was led by Mr. Douglas Strong, Manager of Industrial Cafeteria and Stand Program, Canadian National Institute for the Blind.

Q. Will you discuss some of your products manufactured by Home Industries to be sold on Stands.

A. Maryland: Some Managers sell articles made by themselves.

A. Delaware: Permission is granted in most cases. (In both cases, the articles are made by the Managers.)

A. Mrs. Wallace, Philadelphia: These items have a very slow turnover and make a poor Stand item.

A. Mr. Strong, Canada: These items are poor sellers. His Program has discontinued all notion items.

A. Mr. Cox: Novelties go well in hospitals. In Alabama, they have experience with operators making articles at the Stands. They take orders, but are not stocking them. Operators

in Canada are permitted to sell the articles as a side line if they wish, procedes going entirely to the Manager. It was pointed out that the customer did not expect to find such items at the Vending Stand. Another comment was that we should not make a Bazaar of the Stand.

A. Mr. Evans, Winnepeg: The Managers tend to exert sales pressure for their own articles, which tends to drive customers away. This pressure they would not exert on items that they would not even handle if they were not their own.

A. Mr. Tynan, Washington: Such merchandise gives the Stand a cluttered appearance and uses display space that was more valuable for other merchandise.

Q. Are you receiving competition from the auxiliaries in hospital Stands?

A. By John Clunk, Maryland: In some cases, yes. In others, we find the auxiliary to be most cooperative, especially in providing cart service, which brings articles from the Stand to the Wards, thus making them available to patients, who are confined to beds.

Q. It was mentioned that 52 times turnover was a good feature. Is this a good and set standard?

A. It was explained that this was an inventory term, and that the value was not that of weekly sales. Twenty-six to thirty percentage is a good average turnover. One State mentioned that they had a seventy-five percent turnover on some Stands.

Q. What is the best method to get the Operator to maintain adequate stock?

A. (1) If a Manager makes too great a turn-in in the last period to boost income, some money is given back to the operator for the purpose of buying stock. (2) The cure is to take the operator's schedule off of the net profit system. (3) Set a profit margin to be maintained. (4) We found the salary system was the cure.

Q. Are your Managers on a salary basis?

A. Five are on salary, six on some form of profit-sharing system. One is using both methods. Several States, which have salary systems, also offer bonuses for performance.

Q. How is the number of operators required for each Stand determined? Is it by the volume of dollar sales?

A. No. The number of operators is determined by the required hours for the Stand operation.

Q. Who hires Assistant Managers?

A. Assistants are hired directly from the office.

Q. How much is paid to Assistants?

A. Canada—Managers' salaries average 30%, Assistants average 20%.

Q. In this case, do the Managers make reports?

A. Canada—Yes.

Q. What can be done to get P.B.A. to certify Stands in public buildings?

A. A resolution introduced will help.

Q. How are salaries determined on the Stands in Canada?

A. The volume of business is computed and in addition, seniority, responsibility of the job, personality and efficiency of the Operator, prevailing scale, the gross profit achievement, all are taken into consideration, and discussed by the Staff of the Department. Regardless of dollar sales, except on differences of responsibility, the salary is the same. If the responsibility is a little greater, slightly more is paid.

Q. When an Operator is guilty of misconduct, but is protected by the Management of the Plant, what is the best policy to follow? Close the Stand, or let the Operator do as he pleases?

A. Opinions were divided. Suggestion by Canadian Representative—Take your time. Develop the confidence of the company, especially in your Agency. When this is done, you can proceed to dicipline your Operator. Several States agreed to this policy.

Q. Is it ethical to investigate the wholesalers to determine what the Operator is buying?

A. Certainly. Suggestion from Delaware—We have an understanding with all wholesalers. No credit is allowed.

A. Suggestion from Canada: We are our own jobbers.

A. Mr. Rosenberg: Let your wholesalers know that the Agency is running the Stand. As for difficulties concerning the location, we have an agreement with the company that prevents interference on their part.

A. Suggestion from Maryland: To avoid underhand practices by the Manager or the wholesaler, periodically check the gross profit

rating as determined by extending invoices.

A. Suggestion by Virginia: All bills are paid by the office. Operators buy on credit only. Large orders are checked before payment is made. No payment is made until the bill is okayed by the person receiving the goods.

Q. What is the feeling on the effect of subsidies on the growth of the program?

A. The Program cannot grow properly unless the proceeds of the Program pay all costs of operation, including all overhead costs. The Program cannot grow if a subsidy is needed to meet operating expenses. Average cost is $100.00 per month per Stand. This is based on Federal surveys.

Q. What is a Supervisor's case load?

A. One Supervisor for each ten or twelve Stands.

Q. What is considered a saturation point for a good job being done as far as establishing a Vending Stand in certain areas?

A. Twenty percent of the employable blind in a given area have jobs on the Stands. This is considered to be maximum efficiency.

Q. Would like a suggestion on capitalization methods in Canada.

A. Regarding Capitalization—From Canada: A revolving Fund is established whereby each Stand is paid off in ten years.

Q. What is the feasibility of a National Central Purchasing Organization? Could this be used satisfactorily in getting quantity discount?

A. Mr. Foster, of Coca Cola Company: Our policy is to grant the same price, regardless of quantities purchased.

A. Canada: We buy directly from manufacturers. We effect the saving in that way. We have our own warehouses and our own trucks. Our cost is approximately 3% for this operation. We make a market mark-up of 9%, which leaves a profit of 6% on our warehousing operation.

A. Mr. Hathaway, Delaware—Group buying can be done among several States throughout the United States. Buying of this type would be especially good on book matches, etc. A suggestion of a Council, such as the Midwest Council, comprising the States of Michigan, Ohio, Illinois and Wisconsin, and other Great Lakes States was offered. This Council meets and exchanges ideas and experiences. The Council has a mailing list for reports of meetings.

Mr. Rosenberg told of some of his experiences with the Council and invited other States to join his group.

Mr. Strong pointed out that a Purchasing Group could grow from such a Council arrangement.

Mr. Hathaway invited Maryland and other States to consider a joint buying business.

Q. What other types of Business Enterprises are being operated?

A. The Industrial Cafeteria Program is a growing one. In Canada, there are 75 Industrial Cafeterias, in Ontario, employing 90 blind persons and 350 sighted helpers.

Q. How are the salaries arranged?

A. The Manager is a blind person and receives top pay. In a big operation, there is a sighted Assistant, who is usually a professional Dietician. This Assistant and the Manager make up a Managerial Team.

Q. In this case, what does the blind Manager do?

A. He does the ordering, the organizing, makes the sales contacts, operates part of the Stand, handling dry items, greets customers. The sighted Assistant acts as a Foreman.

Q. What preparation is given a Manager for a Cafeteria job?

A. Canada: The Manager is first trained thoroughly in a dry Stand. The second step is training in a small Cafeteria, gradually moving to larger operations. The third step is where the Manager is on his own. He is given full-time supervision. The responsibility is gradually shifted to him by the training Manager.

Q. How is the cost of these Cafeterias met?

A. In our case, the company pays for the equipment. We supply only the dishes and movable equipment.

Q. If such is the case, do you not receive interference from the Company?

A. No. The responsibility and standing are clearly established. However, companies do take a real interest and give us more cooperation than otherwise.

Q. Do the companies provide the space rent free?

A. Yes. When we have under 250 employees, the company not only pays for the Cafeteria itself, but has even made up the

subsidies. It was pointed out by Mr. Joseph Clunk, who has had experience in both Canada and the United States, that there are more potential jobs in industrial lunch business than there are blind people looking for employment. The industrial lunch business is the next natural development of the Vending Stand Program. Other types of enterprises were also mentioned, such as Dairy Farming, Roadside Stands, Home Laundries, etc.

A representative from Virginia told of the Canteen Machine business run by blind persons in his State. This Agency has an exclusive contract with the Canteen Company. A group of 70 machines provides employment for one man with a sighted driver. There are now 11 employed on 11 such groups in the State. The Agency owns the machines, buys them from the manufacturer. The Agency maintains two warehouses for distribution of merchandise. The Agency also secures all locations in their name.

Q. Are there any drink machines?

A. No. All these machines are for candy, gum, etc.

Meeting adjourned at 9:35 by Mr. Strong.

REPORT OF STANDING COMMITTEE ON MUSIC

***HERBERT C. TRENEER, Chairman**

Chairman, Advisory Music Committee, Canadian National Institute for the Blind, Toronto, Ontario

Mr. Chairman, ladies and gentlemen, we all recognize the fact that only a limited per centage of blind persons can compete and earn a living in the various branches of music and piano tuning, but I believe that we all agree that those who desire to engage in these careers should be afforded the opportunity to do so.

In all of the conferences of the A.A.W.B. special emphasis is placed on the employment of blind persons in business and industry, but until a few years ago very little attention was given to the possibilities of careers in professional fields, especially those of music and piano tuning.

During the 1947 A.A.W.B. conference a group of interested delegates met informally to explore the possibilities of establishing a standing committee on music within the framework of the A.A.W.B., in order that hundreds of blind musicians and piano tuners resident in the United States and Canada, and instructors of the blind in these two departments might assume a more important role than was then practicable under existing conditions. The result of this meeting was the adoption by those present of a resolution requesting the formation of the above mentioned committee, which was later endorsed by our board of directors, who, under the leadership of Dr. Francis Cummings promptly proceeded to take the initial steps essential to the setting up of the necessary machinery.

The first meeting of the newly formed committee with the cooperation of Mr. Stanley Wartenberg was held at the Lighthouse for the Blind during the spring of 1948. At this time it was agreed that we should include among its primary objectives a sustained and continuous effort to ameliorate the condition of blind musicians and piano tuners through every feasible channel with particular reference to the securing of gainful and permanent employment. Since the inception of the music committee several regional music committees and music clubs have been established in various geographical areas throughout the United States and Canada whose aims and objects are similar in character to those of the parent group.

During the 1948 and 49 A.A.W.B. conferences the Standing Committee on Music sponsored general meetings of interested delegates at which progress reports were presented as well as reports of the activities of some of the regional committees. Musical problems presented at the meeting were also dealt with with a view to assisting in their solution. During the same period and again through the cooperation of Mr. Wartenberg two general meetings were held in the New York area which were similar in character to those held during the conferences.

*Visually Handicapped.

During the 1950 A.A.W.B. conference your Standing Committee on Music presented a comprehensive programme which included the reading and discussion of six papers dealing with various aspects of music and piano tuning. A resolution was also adopted requesting our board of directors to permit the Standing Committee to capitalize on the interest which had been manifested in its activities by expanding into a music section if, and when a minimum of fifty members is secured who would logcially fit into a section of this category. This resolution was subsequently approved by our directors, but it was pointed out that before a music section can legally function it will be necessary to amend our present constitution which will require the approval of the majority of the A.A.W.B. members.

Acting on a suggestion offered by Mr. Francis Ierardi your Standing Committee on Music mailed out a form letter to the various superintendents of schools for the blind throughout the U. S. A. and Canada requesting that they cooperate by furnishing lists of names and addresses of successful blind musicians and piano tuners residing in their individual areas plus instructors of the blind in these two departments. A second letter acknowledged the replies received from the various superintendents, and a third was mailed out to several hundred prospects secured from the lists of names and addresses contained in the replies mentioned above.

In this letter two basic reasons were given in justification of the formation of the proposed music section. First, we would be able to hold our own sectional meetings and in so doing focus wider attention on these neglected subjects. Second, sectional meetings concentrated on music careers would undoubtedly attract the attendance of successful blind musicians and tuners and stimulate the interest of the rest of us, and those who follow us. The letter stated that the committee would be pleased to receive the names and addresses of those employed in radio, in theaters, as recording artists, as night club entertainers, as teachers who conduct their own private business in their communities or who teach in schools or conservatories, church and concert organists, choir directors, piano tuners, etc. The letter urged all recipients to write Mr. Alfred Allen enclosing the specified annual fee of five dollars, stating that they wished to join the A.A.W.B., and requesting that their names be placed in the music section if and when it comes into existence.

On Monday afternoon of the current A.A.W.B. conference your committee held a private business meeting at which the result of our effort to establish a music section was reported and other routine business transacted.

During the following morning your committee again sponsored a meeting of interested delegates at which the following papers were read and discussed. "The Art of Piano Tuning," by Sanford Leppard, C.N.I.B., Toronto, Ontario. "How Fares the Blind Organist, and Why?" by Harry J. Ditzler, New Mexico School for the Blind, Alamogordo, New Mexico. "The Problems and Opportunities of the blind Music Teacher at a School for the Blind," by John Meldrum, School for the Blind, Muskogee, Oklahoma. Mr. George Shearing of New York who was to have given a paper dealing with popular music was unable to be present due to a previous unforeseen commitment and expressed his sincere regret through his agent.

In response to the request of Miss Marjorie Hooper, Secretary of the Joint Braille Uniform Committee a discussion took place relative to the value of Mr. Connie Anderson's new method of publishing braille popular music which was supplemented by a letter received from Mr. Anderson answering several specific questions submitted by Miss Hooper and a further letter from Mr. Robitaille of the C.N.I.B., Quebec Division, complimenting Mr. Anderson on his method, and suggesting a few improvements.

I regret to state that as the result of our form letter mailed to several hundred individuals plus articles which appeared in the Braille Musician, and the Outlook for the Blind advocating a music section Mr. Allen only received five replies. However your committee has decided to make another effort after having attempted to analyze the various reasons that may have partially accounted for our failure in the present instance.

Ladies and Gentlemen, I realize that there is always the possibility of attempting to perform the impossible task. We as a committee

were convinced that we had good reason for thinking that a music section should become an integral unit of the A.A.W.B. before we decided to advocate it, and having arrived at this conclusion you may rest assured that we will make sure that we have still better reasons for thinking that we cannot accomplish it before we relinquish it. In conclusion we shall be grateful for any suggestions or advice which you may care to offer, and any active assistance will be deeply appreciated. Kindly address all communications on this subject to Herbert C. Treneer, Canadian National Institute for the Blind, 186 Beverley Street, Toronto, 2, Ontario.

I thank you.

PAPERS PRESENTED AT GROUP MEETINGS

THE PRESENT-DAY CHALLENGE OF A MODERN VOLUNTARY AGENCY FOR THE BLIND

PHILIP S. PLATT, PH.D., Executive Director
The New York Association for the Blind, New York, N. Y.

Away With Pessimism!

However alarming the international situation may be now or in the future, and however disturbing we may find the present emergency economy with its high costs and increased taxation, this is no time for the leaders of work for the blind to get fearful, discouraged, or to become defeatists. To be sure, the fearful pessimist can throw his wet blanket of apprehension over tomorrow, next month and next year. He can show you how the public cannot possibly continue to support private philanthropy; how work for the blind will inevitably be taken over entirely by the official agency, the State; how after the recession in Government orders that some day is sure to come our workshops will be bankrupt. Everyone of us has a few such defeatists on his Board. Everyone of us must prepare himself not only to meet this counsel of despair but to take a strong, forward-looking, confidence-inspiring position that is supported by facts and sound argument. If we, the leaders, have not a ringing confidence in the future of our agencies, we had better make way for others.

American People Give

Let us get some perspective on the attitude of the American people on philanthropic giving and toward our agencies for the blind. The recent publication of the Russell Sage Foundation, by F. Bert Andrews, entitled "Philanthropic Giving", reveals that in 1948 the American people (not the Government) gave 4 billion dollars for philanthropic purposes, which was 2 per cent of the gross personal income for the country as a whole. Of this amount, about 15 per cent went to the health and welfare agencies. The John Price Jones organization has reported that the philanthropic giving in 8 cities in 1950 was 10.7 per cent higher than in 1949, with a total of $266,495,000 (bequests added $133,000,000). The American Foundation for the Blind estimates that $125,000,000 a year are spent by official and voluntary agencies for the blind. By contrast, according to The National Society for the Prevention of Blindness, less than $1,000,000 are spent for research in prevention of blindness and less than $500,000 for prevention of blindness services. If these figures are correct, it means an average of almost $500 a year for every one of the estimated 270,000 blind in the country, and less than 1 per cent of this is spent for research and prevention services. Such expenditures are way out of balance.

Number of Agencies—Official and Voluntary

The Directory of Activities for the Blind in the United States and Canada for 1950 reported 5 official and 62 voluntary agencies on the national level serving the blind. On the state level there were 48 official agencies in addition to 60 residential schools, 31 libraries, 41 homes, and 26 printing and publishing concerns. On a city, district, and in some cases state-wide basis, there were listed 116 voluntary agencies. If the 98 libraries, homes, and printing and publishing concerns are added, the figure is 214. Of the 112 workshops listed separately, 69 were duplicated in the voluntary agency list. Of the 43 remaining unduplicated agencies, 21 were voluntary and 22 official. Consequently, the total number of voluntary agencies is at least 214 plus 21, or 235, as against perhaps 75 official agencies and 53 schools, or a total of 128. Add these together and you have 363. These figures do not include The Canadian Institute for the Blind with its 10 provincial branches.

That this is the wisest pattern that organized work for the blind could possibly take, few thoughtful people would care to claim, but the solution of this over-all problem is not the purpose of this paper. It is hoped, however, that these remarks can point out some of the weaknesses of our present voluntary agencies and indicate some of the ways of overcoming them.

The Single or the Multi-Activity Agency

It seems to me that our thinking might be clarified if we recognized that there are two types of private or voluntary agencies serving the blind on the local level. They are (1) those agencies that limit their work to one principal activity, and (2) those that embrace a broad field of activities. The first group is represented by the residential clubhouse or boarding home, permanent homes for the aged blind, braille publishing houses, agencies that conduct vacation programs only, and workshops that limit their activities to workshop operations. The second group is represented by the multi-activity agency that attempts to do everything that can constructively help the blind to help themselves. There is obviously a great need for the single-purpose agency that does its task well. While it clearly cannot serve all the needs of the blind, these needs can often be met by the multi-activity agency with which cooperative relationships can be worked out.

Parenthetically, it should be pointed out that each multi-activity agency has to decide whether it will limit its field of service to, as we say, helping the blind, or whether it will also undertake to help prevent blindness, or whether it will deliberately undertake to inform the public about blindness and blind people in a persistent, year-round way through a public relations program.

Regardless of how this question is answered, there remains the more searching one: How limited or how extensive shall be an agency's efforts to help blind people? What determines the answer? Is it thoughtfully advised, or does it take the easiest way? Do finances or lack of them supply the answer? Does one subscribe to the philosophy that blind people do not or should not want or need extensive services—independence of agencies and their workshop being their greatest need?

The "Musts" of Adjustment—Training, Employment and Recreation

Agencies for the blind, it seems to me, must face a choice of alternatives in deciding on what foundations they are going to build their programs of service. Certainly there is no escape from certain *musts,* if any agency wishes to do a competent job. These great paths of service, or cornerstones of an agency, are adjustment, training and employment. Anything less than this does not deserve the term rehabilitation. Another important path of service, or cornerstone, is the constructive and enjoyable use of leisure time—in a word, recreation. The value of such outlets for the majority of the blind, only a most ignorant or prejudiced person would deny, although there are always individuals, we are happy to admit, who because of exceptional qualities of mind, spirit and personality can do very well without the help of any agency. Those agencies that have embraced a wide variety of recreational outlets have the great satisfaction of observing the immense pleasure as well as the healing grace that comes from such pleasant associations and achieve-

ments. To dance and sing, to play and act, to swim, bowl and roller skate, to work creatively in clay, wood, copper, aluminum or tin, to make dresses, to join in group readings and discussions, to have entertainments and parties and to engage in many other activities of ones own choosing—this is to fill the life of anyone with the things that make life worth living. Yet why do so many agencies feel that it is enough to employ men and women in a special workshop? Are they not missing a great opportunity?

Apart from the space required, recreational activities usually are the least expensive of the major services offered by an agency for the blind, for so many of its recreational activities may be or are carried on by volunteers, or at least are assisted by volunteers. They are primarily scheduled for the late afternoon and evening. They can use some of the agency's quarters that have other uses during the day. Here the skeptic can be convinced that blind people can enjoy themselves in a most varied and abundant fashion.

This is not the occasion for a full discussion of all that is implied in the three great services of adjustment, training and employment, although I believe it would be a valuable exercise simply to list some of the acts that are involved in each of the three processes, and to ask oneself does my agency do these things?

Adjustment and Training—What They Mean

There is the first task of establishing "rapport" with the new client, with the purpose of helping him accept his handicap on a physical, social, intellectual, emotional, occupational, economic and spiritual level, preparatory to and along with his acceptance of initial training. This is the job of the home teacher and social worker. Then comes the teaching of how to meet routine daily needs, such as dressing, care of clothing, shaving, use of cosmetics, the dialing of the telephone, handling of money and keeping of financial records. The art of traveling alone, in-doors and out-doors, with use of a cane is carefully taught. As soon as he is ready, the teaching of braille, typing and script-writing is begun. When a reasonable degree of adjustment to his blindness has been achieved the next step is the determination by psychological tests of his aptitude for this and that type of activity, accompanied by vocational guidance, in order to arrive at suitable vocational training, if the individual is trainable or employable. The opportunities for employment must be discovered and either the individual fitted to the job available or, in the case of a specialized workshop, a job created for him. These jobs may cover a wide range of industrial or office work, dictaphone operation, newsstand and concession work, and opportunities in the various professions. Once placed, there must be training on the job and a certain degree of follow-up and encouragement. Of course there is no fixed order in the way the above developments occur; or sharp demarcation between adjustment and training and employment.

Recreation

The other important path of service, or cornerstone, is the constructive and enjoyable use of leisure time—in a word, recreation. The value of such outlets for the majority of the blind, only a most ignorant or prejudiced person would deny, although there are always individuals, we are happy to admit, who because of exceptional qualities of mind, spirit and personality can do very well without the help of any agency. Those agencies that have embraced a wide variety of recreational outlets have the great satisfaction of observing the immense pleasure as well as the healing grace that comes from such pleasant associations and achievements. To dance and sing, to play and act, to swim, bowl and rollerskate, to work creatively in clay, wood, copper, aluminum or tin, to make dresses, to join in group readings and discussions, to have entertainments and parties and to engage in many other activities of one's own choosing—this is to fill the life of anyone with the things that make life worth living. Yet why do so many agencies feel that it is enough to employ men and women in a special workshop? Are they not missing a great opportunity?

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The Challenge to "Deliver the Goods"

The reason for devoting so much time to the nature of our agencies for the blind should now be given. It is my profound conviction, on which I am willing to be challenged in the question and answer period, that, little as it seems to be so at the moment, there is in the long run a principle or law that others have called "the survival of the fittest". I am referring, of course, to voluntary agencies in our field. It is true that in the past any one or a number of people could get an idea or feel a call and start a local or a national agency. As long as this is a free country they may still do so. The public appeal in the case of the blind is so strong that if energy is expended money will be forthcoming, at least enough to pay the salaries of the promoters and leave something over for a weak program. But how long will it last? Excessive claims, high pressure money solicitation, a weak organization with the use of big names as window dressing, will eventually catch up with one. The public is becoming more critical, contributors are asking more questions, and competition for the contributor's dollar is ever more acute. But the blind agencies have to compete not only among themselves for support, especially in the bigger cities, but with an ever-increasing number of other appeals, especially highly organized national health appeals.

Now if we are to survive, as I believe we shall, we must rely on more than the emotional appeal. We must show that we are delivering the goods, that we are truly rehabilitating men and women to be useful, self-supporting citizens, and that we are making lives richer and more enjoyable. Let our *record* be given to the public and let it speak honestly for itself.

But are we ready for this searchlight to be turned upon us? Are we really doing a 100 per cent job? Can we fearlessly invite a fair-minded observer who knows what a good organization is, what a good program is, what good results should be expected of us, to look us over and tell the public? If so, why don't we do it; if not, why not? The agency that takes the public honestly into its confidence is the agency that is going to survive.

What I am pleading for is that we root smugness and self-complacency out of our minds and give ourselves a good stiff dose of self-analysis and self-criticism. Let us see where we fall short of good standards of organization, program, management, maintenance, public relations and support. Let us set ourselves a 5-year goal for accomplishment. Let our reach exceed our grasp. Those who have set their course by the stars have always got further than those who looked only around the corner. Books have been written on voluntary agencies; many books have been written to help us see the problem of blindness more clearly—I wonder how many of you have read Zahl's Symposium on Blindness, or Chevigny and Braverman's Adjustment to Blindness, or Ishbel Ross' Journey Into Light. But stimulating as they are, they seldom come to grips with the realistic problems we face. How seldom one finds administrative problems discussed informally, personally and frankly! I do not know if I can succeed in doing so in a paper like this, but, within the limits of time and one man's experience, I should like to devote the rest of my time to a few administrative problems.

Administrative Problems

The Board

The first of these is your Board of Directors, the legally responsible body of individuals who are trustees of a public trust. It makes the policies which the employed staff administer. Of course, you had your Board wished upon you, for it, the Board, was wise or foolish enough, shall I say, to wish you to be its executive officer. You were employed to administer the organization according to the constitution, by-laws and policies it has established, and under a budget it has approved. Happy the executive who has the confidence of his president and the respect of the members of his Board! While the perpetuation of the Board is in the hands of whoever actually re-elects it, the nominating committee of the Board can be a most im-

portant factor in strengthening, or weakening it, and an executive can exercise a high degree of statesmanship in helping the chairman of this committee find those all-important new members as well as the new officers. One should be constantly thinking of ways of strengthening the representativeness of the Board, of selecting members with special talents, not forgetting a strong representation of blind individuals of ability.

Let no one minimize the power or the value of a Board. Not only is it a legal necessity, without which an agency cannot function at all, it can be a tower of strength, releasing undreamed of resources in your community for your agency. As a whole and individually, it is your agency's best interpreter and promoter. I shall never forget the shock that I received from an acknowledged leader in work for the blind when I was considering the invitation to come to The Lighthouse. "Abolish your Board and run it yourself", was his hearty advice. It was hard to believe he meant it.

Committees

Many Boards find it necessary to operate through committees. These committees are of two kinds. First, standing committees that have power to act and whose actions are practically automatically approved by the Board. Such committees are executive, finance (invest or sell securities, select custodian of securities, auditors, etc.), budget, nominating, workshop, and perhaps also *women's* and *men's*. Second, study committees, with power to recommend policies to the Board, such as public relations and publicity, fund raising methods, vacation camps, by-laws, board membership, personnel policies, and the like. In smaller agencies many of these problems would be taken up by the Board directly instead of through committees.

The art of dealing with a wide variety of committees requires as great qualities of human understanding and patience, and keen judgment as to when to hold your ground and when to yield gracefully than does ones relationship to ones Board of Directors. When a Women's Committee is sub-divided into sub-committees, each deeply and helpfully concerned with some phase of the active program—well, life does not hold a dull moment for the staff concerned. Things hum. The interest, resourcefulness and generosity of such committees are tremendous. Their usefulness far exceeds the trials they may cause you. Fortunate is the agency that knows how to use such interest and resourcefulness wisely.

There is an admission to make. Committee work can be fearfully slow, owing to the difficulty of getting adequate attendance of very busy men and women, the interim between meetings and the necessity of consulting other people. The eager executive longs for freedom to act at once on his own judgment. Long experience in health and social work has convinced me that in the long run committee interest and participation are better than executive action alone. Do I hear dissent from the audience?

Presidents

No two presidents are alike and generalizations about them have little meaning. Nevertheless, I shall venture a few, based on my close association over a number of years with six. All six were extremely busy men with innumerable outside interests. None of them has been able to give the time I would have liked or that they would have liked. Every minute of their time was precious. It was a matter of making the most of it by concentrating on the most important problems. The first essential was always to win and to hold their confidence. Each had his special characteristics. A lawyer's mind is different from a banker's, a business executive's from a professor's. A successful administrator must adapt himself to the individuality of his president. If he doesn't or can't, it's just too bad. After all he is the most important of your employers and should be your staunchest supporter. This makes the matter of his selection one of great importance to you. What you can do about it I shall discreetly leave to your imagination.

The Executive

Turning now to the executive of a voluntary agency for the blind, whether primarily an industrial activity or a multi-activity agency, would it not be helpful to outline some of his responsibilities, if not for you who know them so well, then for your Board

members who may not realize what a job you have? Of course, except in the one-man agency there is delegation of responsibility, the larger the agency the more the division of labor.

Certainly it is the responsibility of the executive either directly or through his staff assistants to employ and discharge staff, maintain morale and settle staff problems as they arise, hold staff meetings and see that his Board approves his constant improvement in the agency's personnel and employment practices.

As the executive officer of his Board, he must execute its orders, prepare with much care the agenda of the Board and committee meetings, prepare not only the detailed budget for the coming year, but the most lucid, brief analysis of it for presentation by the budget committee to the Board, prepare monthly and annual reports, and in every possible way expose the Board to effective educational materials and experiences. In these tasks he should be ably assisted by his staff.

As manager of a workshop or an industrial division, an executive has directly, or by delegation of authority, the manifold duties of an industrial plant manager, imperfectly summarized as those of securing orders, producing and merchandising goods in a factory operated and maintained, principally, by blind workers, maintaining financial solvency, paying adequate wages, keeping proper records and seeking and receiving assistance from the N.I.B. that through government orders and in other ways so largely keeps your factory running.

As the head of the agency's staff, the executive has many duties in relation to the public. He, or his assistant, develops as comprehensive a public relations and publicity program as his brains, ingenuity and available money permit. An annual report and some descriptive literature are a must. Newspaper, magazine, radio, television, talks, movies and the like are highly desirable, if you want the public to know what you're doing and support you. You must receive the public as visitors and send them away "sold" on your agency.

You should maintain stimulating and cooperative relations with your national and your local agencies, sharing experiences in mutual problems; visit agencies in other cities and attend the annual meetings of the AAWB. You should force yourself to contribute what you can, orally and in writing, at such meetings and in our professional magazines.

One has also the vital task of developing an active volunteer service for ones agency, however small or big, or else be severely crippled.

Still on the administrative side of an executive's job, there is the constant challenge of ever more economical operation, of adequate insurance protection against many hazards, of first-class building maintenance, and of systematic evaluation of all that ones agency is doing, including the use of ones own time.

The Staff

But we all know that the Board and the executive, important as they are, do not do the actual work of running an agency any more than the Chiefs of Staff and the Generals actually engage the enemy. That is done by the unsung rank and file and the professional workers, that is, the privates, the noncommissioned and junior officers. How important it is that they be not only competent but always growing in ability and understanding. Our agencies may be wonderful training grounds for every worker if we executives plan it to be so. Through staff meetings, particularly, the smaller case-study or method-study groups, through inside training and outside training courses, through attendance at local and national conferences, through preparing reports, speaking engagements and interchange of ideas and experiences with other agencies, through doing the work of other staff members during absences or vacations, the staff learns, becomes more able and develops an esprit de corps. Yet all this counts for little if the individual in our field of work is not imbued with a love of his job and an appreciation of the privilege he has to serve others. We are not slave drivers, but we have no place for the timeservers and clock-watchers who are thinking only of themselves.

We are hiding our heads in the sand, moreover, if we fail to recognize that the days when good-will and hard work and a dash of experience alone were sufficient are gone for-

ever. Professional training is now the requirement and we had better admit it or fall behind the procession.

Financial Support

Since each agency is faced with the number one problem of paying for what it does, the financial support of your agency requires the best thinking and planning of which you are capable. Whether ones support comes chiefly from ones community chest or from ones own special fund raising methods, it is a life and death matter. I hate to say this but, with few exceptions, you are not going to get enough to do a first class job and keep growing better year by year if you depend entirely on your community chest. If you are in the chest, find out what, if any, other means of fund raising are permitted you—benefits, exhibitions, canisters, chance books, raffles, sale of Christmas trees or what. If your agency can't do these things itself, get some organized group like the service clubs to do it for you. Lay your long range plans to interest one or more potential givers and plug away at him or her and at least suggest the possibility of a legacy. How asleep most of us have been on this matter of legacies. You know every one of us must die and not one of us can take a dollar along with us. Granted, our wives and children come first, but have you ever set out to find those elderly persons with no near dependents? Have you cultivated the lawyers who draw the wills? We, at The Lighthouse, have done a modest amount of work to promote bequests but the majority of the 500 which we have received in 45 years have been from individuals of whom we had never heard before, and three-quarters were for less than $5,001. Without them The Lighthouse could not have grown as it has. Of course, a great deal of this was spent during the thirties when we faced heavy deficits. The Industrial Home in Brooklyn, the New York Guild for the Jewish Blind and the American Foundation for the Blind have had a similar experience. This could happen only in New York, you say. I believe it can happen anywhere; the difference is only one of degree. But you will not reap if you don't sow. And the best sowing is a splendid program and successful results.

A year ago at Salt Lake City, C. C. Kleber told you in considerable detail about another method of financing our blind workshops. It was the Foote System of Direct Mail Solicitation. I recommend your re-reading his paper in the last AAWB Proceedings. Perhaps it is the answer to your particular dilemma.

No method of fund raising is perfect and every method has its particular friends and enemies. The final test of any method is: Does it work? Does it raise the money? Other tests are: Does it antagonize any important segment of your prospective contributors, and what does it cost and what are its by-products? Judging by the results of the Foote System, as stated by its blind agency clients, it does raise substantial amounts of money, and, up to the present time, more each succeeding year. Its cost is higher than is generally considered good practice (who shall be the judge?), but the educational material that accompanies the appeal is included in the cost. Undoubtedly, in a new territory it aids in finding new cases. The policy of the Foote System to require the agency to spend the money raised on an approved program of work, and, as far as possible future clients are concerned, to accept a mutually agreeable professional counsellor on program building, is an evidence of unusual and creditable concern that the money raised is wisely spent.

Know Your Job and Sell It

I know those of you who are giving 90 per cent of your time to your workshop are muttering—"What's this guy talking about anyway? Doesn't he know that when you're running a factory you haven't time to do all these high fallutin' things he's pulling out of his hat?" Yes, I do know it, but that's no answer. The question still remains—what can you do about it? If I didn't think there was an answer I shouldn't be here raising these questions.

The answer, it seems to me, will come after the questions are clearly seen by each executive and he in turn has made sure that his Board members, his community chest leaders, his civic leaders have seen them. The inventor must see his invention. The man who wants his agency to do a real job must see that job in his mind and he must be able to sell it to others. Does your Board know precisely what you want? If it says such

plans are impossible, do you know how they can be made possible? After all you are the one who is putting in 8 to 16 hours a day on your job. You are the one to produce the ideas and fire others to realize them. That's what our leaders—Howe, Allen, Campbell, Keller and the others—have always done.

The Official Agency

I realize that up to this point I have been looking at only one side of a task that is two-sided. With the Barden-Lafollette Act, Social Security Act and other legislation, the official agency has become a vitally important factor. In our 48 States, our Territories and Possessions we are working out in our several ways the working relations of the official and the voluntary agency. In some States the official agency will do practically all that is done for the blind; in others it will provide funds and direct their use for rehabilitation on an individual basis on the part of voluntary agencies. In some States it will operate factories and schools; in others the factories as well as schools will be run by voluntary agencies. While the final pattern has yet to be established, I believe that there are few who do not feel that there is a vital place for each; that each eventually will be supplementary and complementary to the other. The qualifications that I would make are that each must be worthy of continuance, that is, really "delivers the goods," and that each does what it can do best.

Voluntary Agency—A Necessity

At the dedication of the New Lighthouse on April 25, 1951, Ex-President Herbert Hoover made these trenchant remarks: "In these days of clamor that the Government do it all, you have steadfastly maintained a most precious part of our American life. The work of voluntary institutions among our people can never be duplicated by Government bureaucracies. Governments do not build character. Mass operations do not possess that solicitude for the individuals which comes from the serving heart".

Summary

Now what does all this you have so patiently heard add up to?

Work for the blind, official and voluntary, has grown to very considerable proportions. Presumably the tax-supported agencies will continue to grow in importance. The more than 200 voluntary agencies, large and small, single activity or multi-activity, represent a prolific growth during the past 30 years. I predict that they have reached their peak in numbers. Their great appeal will continue to enlist the support of a generous public that is becoming increasingly critical and with the terrific multiplicity of appeals is reducing the size, if not the number, of its contributors. It is going to expect more of us than ever before, and we had better justify its expectations.

Voluntary agencies have much room for improvement in regard to our Boards, our staff, our self-criticism, our programs, our public understanding and financial support. The public has a right to expect from us really convincing rehabilitation of the blind as well as effective service for the young and the old. It should expect professional competence, cooperation with the official agencies and the performance of those services we are uniquely qualified to perform.

THE EMPLOYER'S VIEWPOINT IN EMPLOYING BLIND AND VISUALLY HANDICAPPED WORKERS

J. ARTHUR JOHNSON

Personnel Administrator of Aeronautical Division, Minneapolis Honeywell Regulator Company, Minneapolis, Minnesota

This is an unusual opportunity and I am grateful to your Program Committee for asking me to chat with you about the "Employer's Viewpoint in Employing Blind and Visually Handicapped Workers."

You probably will immediately ask, "Does the employer have a viewpoint?" or say, "We know what it is, and we think that it is more than somewhat warped."

Perhaps it is warped, judged by your standards. You who are helping to provide services for the blind must continue to help

the employer to learn to accept those standards. To do so, you will probably have to continue to make many temporary compromises along the line.

In his paper, prepared for the University of Michigan Conference for the Blind in 1947, Joseph Clunk mentioned a mid-western state where 150 blind workers had been placed but only about 75 were then still employed. I sensed a hint of disappointment in his having to report that only one-half had survived. Since that figure somewhat reminded me of Minnesota, I will briefly mention what has happened there in the past nine years.

I would like to point out that prior to September, 1942, there was only one blind person in the state earning his living in private industry. Others were supporting themselves and their families by piano tuning, employment in work shops, retail selling, running stands, professional activities such as law, teaching and others. But only one was earning a living in private industry.

The fact that the 75 mentioned in Mr. Clunk's report were still employed in 1947 surely means something. It means that almost that many employers did have a viewpoint. In Minnesota the placements rose from the one mentioned in 1942 to around 300 by the close of the war. Then came the cutback and the 300 dropped to around 150, not necessarily because employers changed their attitudes but because there was a considerable amount of shifting of people and displacement following the closing of strictly war plants. The difference between the 150 and the almost 500 now employed means that a large number of new employers have come into the picture and those employers have a viewpoint.

How did these employers acquire their outlook? They certainly did not have it to start with because no blind people were employed. I believe it was acquired only because of planning, patience, good salesmanship and follow-up on the part of those concerned with placement activities for the blind, and the fact that employers as a group are a typical cross section of human beings who can be convinced. It certainly goes without saying that satisfactory performance by blind employees has done most of all to promote further placements. Let's look at Mr. Employer, and since I know much about my own company, let's talk about Minneapolis-Honeywell for a moment. Its management has a viewpoint which is quite clearly defined.

My company's officers are, I feel, unusual men, not only because they have provided the business leadership which has brought Honeywell from a man's basement to a company with twelve plants in this country, Europe and Canada . . . with gross income in excess of $100,000,000 . . . not only because they have succeeded in building a spirit which other large companies would spend fortunes to attain, but also because they have a keen sense of social and civic responsibility.

They do not feel that providing 17,000 jobs, excellent working conditions, fair salary structures and building highest quality products is all they need to do to discharge that responsibility. They give generous financial support to worthwhile activities. They give generously of their own time and efforts and the time and efforts of employees in civic and social activities in the community. They do not do these things promiscuously. They must first be sold. They want to know that the dollars and efforts are wisely spent. They want to be sure that the dollars and efforts bring a return, not to the company in this instance, but to worthwhile organizations and activities. They want to know about these things and someone must sell them.

Sometime ago, representatives of the Minneapolis Society for the Blind sat with me in the office of Mr. P. B. Wishart, our Vice President in charge of manufacturing. We were discussing the possibility of sub-contracting some work to the Society for the Blind. Two things were uppermost in his mind. First, can the Society do this job for the same price that the Company can? (or at less cost?). Secondly, will the blind workers earn the same as a sighted worker in our own shop? Only when these two tests were met could the Society hope to land a contract. Needless to say, they got it and still have it. If the contract hadn't been arranged on that sound foundation, I believe it couldn't possibly have worked out to the mutual advantage of the Society and the Company.

Perhaps this is a little beside the point as far as Placement is concerned, but I feel that

it is good background to indicate to you why I feel that we do have a management with a keen sense of civic and social responsibility along with outstanding business sense. Therefore, you might feel that a placement of a blind worker at Minneapolis-Honeywell could be somewhat automatic. I don't mean to imply that it is difficult, but it certainly can be time-consuming because top management would not think of deciding to hire a blind worker unless all levels of supervision down to the assistant foreman were willing and agreeable to such a placement. In other words, placing a blind worker at Honeywell at least in the original stages, was very much like placing a worker with the company which Mr. Clunk also mentioned in his 1947 report. Evidently, it was necessary to contact everyone up the line including the president before the blind worker was allowed to go to work. Mr. Clunk seemed to feel that this was unnecessary and foolish. I say that nothing is unnecessary or foolish if it accomplishes the end for which we are striving. Perhaps if the people doing the placement work could appreciate that each company is an individual company with its own methods of doing things, just as each of us is an individual with our own whims and fancies and individual characteristics, they would live longer, or at least the ulcers that develop wouldn't be half as painful.

I indicated that Minneapolis-Honeywell's top management does have a basic humanistic and yet very practical outlook. I can recall when we first went into this matter of placement of the blind and visually handicapped workers with the Company. The Company has a philosophy about employment that assures any prospective employee of unique handling. To our management, employment is a two-way street. First, they would like to be sure that they are offering the right kind of employment to an individual. This means that they like to consider the wants and needs of the individual as well as his interests and his long-term goals, his abilities and aptitudes. By trying to determine these things as objectively as possible, they automatically achieve the second result in which they are interested, namely, that of a fair day's work for a fair day's pay. This approach is used whether the individual be a top-notch administrator or a person hired for the most routine type of work, wether he be handicapped or physically sound. You would be the first to recognize that the investment in the services of individuals by industry is a very important one. Let us assume that the average rate for a job in which a blind worker could be placed is $1.25 per hour. The weekly rate then is $50. Since we are always shooting for long-term placements, let's say that the employee would be on the job for ten years. You are asking the employer to invest $26,000 of his company's money. Don't you think he's *got* to be concerned?

If you're going to purchase a home, an automobile, a suit of clothing or what have you, you want the best you can buy for your money. If the employer is going to buy a new machine or some tools or any other kind of equipment, he would want the very best he can get for his money. Many is the machine tool salesman who has made more calls than any of you would have the patience to make in order to sell a batch of tools or machinery. Why has he had to make these calls? Simply because he has had to convince everyone from the foreman up to the president that he has the best machinery or tools available. Is it so strange then that the question of placement of blind labor with which most employers are entirely unfamiliar should need even more selling? I am not implying here that labor is a commodity to be looked upon as something to be bought and sold like goods. I am using this example to illustrate the need for selling an idea.

When the employer hires any worker, you would think him foolish were he to hire the first person who walked into the door without taking some precautions. He interviews, he watches for clues to attitudes, signs of maladjustment; he checks into the work history; he may give psychological and aptitude tests for abilities and aptitudes; he checks references; he usually gives a physical examination. He tries in every way he can to determine whether the job he has will be the right one for the applicant. He does these things in an attempt to match the fitness of the applicant for the requirements of the job, hoping thereby to secure the optimum service for the dollars he spends. Personally, I see nothing wrong with that approach. In

fact, if my own company did not do all those things and more, I would have little confidence in its future. If the rehab program didn't use these techniques, I'd have little respect for it. These methods are fast becoming essential to proper placement—if your program isn't using them, beware you don't get left at the post.

I can recall that in 1942 before I was employed with Minneapolis-Honeywell, I went to call there on the man who was then Employment Manager, about placing a blind worker. He said, "I'm sorry. I'm completely swamped. I can't possibly try to sell this for you, but if you have the time and patience to clear this problem up and down the line and if I get word from top management and a requisition from a foreman, I'll be very happy to co-operate." At the time, I thought he was unreasonable. But after spending seven years as Employment Manager, I would certainly say that he gave me a courteous reception. I, too, found myself swamped most of the time during those seven years, and would have found it impossible to carry the ball. Were it not for the fact that we could count on our State Rehabilitation Service to come in, survey jobs, work with foremen to clear their questions and to follow up, I'm sure we would have a different picture today. So, please appreciate the fact that the fellow on the other side of the desk *may* be telling you the truth when he says he's busy.

As I mentioned a moment ago, our top management wouldn't decide to hire blind workers unless factory supervisors were agreeable. Nor would a foreman hire a blind worker unless he knew that top management was behind such placements. I don't mean to imply here that the foremen are fearful of top management. Rather, it is the other way around. The atmosphere and attitudes are extremely informal, warm and friendly and there is no reason for anyone to fear any member of top management. A foreman wouldn't make this move because he is conscientious, because there are problems or questions relative to Workman's Compensation, questions of blind workers' ability to produce on a par with sighted workers. Most of the problems, for example, which are listed in the bulletin which was published some time back by the Division of Vocational Rehabilitation, someplace or other enter into the picture. When you read that list, you think it is silly. Not at all! It merely represents questions and problems real or imagined which arise as a result of inexperience with employment of blind workers and the only way to clarify them is to answer them over and over again.

So, when the Employment Manager at Honeywell told me in 1942 that I would have to carry the ball, I did. I wound up meeting the Plant Superintendent, several of the general foremen, some of the foremen and assistant foremen and a vice president. I also met with union committees and the business agent.

I might mention here that the unions can have a real influence on the employer's decision to utilize blind employees. I don't mean to propose that the union be allowed to dictate to the employer as to what he should do. But the attitude of the union can make or break the employer's decision and the blind employee. Believe me, there are many real and serious problems in connection with absorbing blind workers. For example, in plants where seniority governs job placement as it does to a great degree at Honeywell and most other plants, the jobs which are best adapted to the blind are the repetitive type of jobs. Workers progress toward more complex jobs as they accumulate seniority. Yet the more complex jobs aren't very well adapted to operators who are blind. What's the answer to that one? Technically, a contract is violated if one worker is out of line so if a union isn't in sympathy with stretching a point here and there, we are in trouble. Fortunately, the Business Agent of Local 1145 at Honeywell is active in social and civic affairs in the community and is very sympathetic to any program which gives the underdog a break. At the same time he is realistic, so that pity or sympathy don't enter the picture. His presence has been valuable in our placement work for the blind, because he has helped to keep it on a business-like basis with the Union, having seen the Company's good faith demonstrated and being willing to accept the Company's decision as to where and when a blind worker should be placed.

All the people mentioned above asked questions. Some were reasonable. Some were unreasonable. They asked them, however, in a spirit of sincerity and they were answered in the same spirit. I can recall that after I came to Honeywell, I met several other foremen with whom I had not had contact in my original visits. When they were approached about placing blind employees, they had the very same questions which the other group had asked. They were fearful . . . afraid of accidents . . . afraid of a mark on their production records for the department . . . afraid of the attitude of the sighted workers toward the blind workers.

One of them told me recently when I was talking with him about this problem, "If you will recall, Art, I wasn't very anxious to try blind people when you approached me. Frankly, I was scared to death. But I soon realized after grudgingly agreeing to try a blind worker that most of those questions and fears had no real basis. I believe, though, if I hadn't gotten entirely satisfactory answers that I would have resisted much more violently than I did. When I look back, I almost laugh about it because I have from time to time had six or more blind employees in the past five years and on the average, I find that their production has been a little higher than that of individuals with normal sight, the quality of their work has always been good, they seem to be safety conscious and I have never had anyone of them receive a scratch on the job. They've all been co-operative. They've all been well received by their fellow employees. Obviously there are certain jobs they cannot do, but I feel that with the assurance that the job is adapted to a blind or a visually handicapped worker, that you can't do better than hire one." This is typical of comments I have received from about six or seven of our foremen in operating departments, and other employers in the city.

Comments from men on the level of Mr. M. P. Fedders, Works Manager, and his assistants indicate the same thing. They all were afraid. They all had questions about accidents, production and the worker's ability to come and go, the reception by other workers, the whole well-known list. I made a special effort to contact some of these men when I started thinking about preparing my talk. Everyone from Mr. Fedders through all of his assistants had the same answer, namely, that there are obvious limitations but on the right job, they can't be beat. I asked Mr. Paul Wishart, the Vice President previously mentioned, for his comment and he said, "You write it. You know what it is." I do, and it reflects the result of sound, logical thinking. It is a viewpoint which I could heartily recommend, and one which if more generally adopted might make the world a better place in which to live.

I am convinced that my personal prejudice makes me feel that Minneapolis-Honeywell is a unique organization. But I can't say that our top management men are any different in their thinking about this problem than a representative cross-section of industrial managers throughout the country. So in that respect, I don't think that it is unique. If I am correct, and if my management really is not any different than any other management throughout the country, then why is it that we are still fuming and fussing and worrying about the difficulty we have in placing blind workers and getting them permanently accepted into the American labor market?

Here are a few thoughts for your consideration:

During the time that I was the Employment Manager for Minneapolis-Honeywell, I, of course, had occasion as I still do, to come in contact with employment managers and personnel people from other companies throughout the city. Many of them knew that previously I had been in work for the blind. I can't possibly begin to count the times that I have received telephone calls from some of these representatives of other companies. Invariably, the conversation would go something like this: "Art, I've got a blind man sitting outside and waiting to see me. What'll I do?" or "There was a blind applicant in here this morning. I can't possibly hire him, but how am I going to handle it?" Their questions, their fears, were the same old questions and the same old fears. Yet, in the State of Minnesota, we have a very excellent rehab program. The record of placements, I think, is outstanding.

To my way of thinking, blind individuals make a serious mistake when they go out on

their own to try to find employment. I say that in all sincerity, and I think with a reasonable amount of appreciation of the feeling of frustration that the blind individual must have when the placement people are unable to find him a job or are unable to get him located as quickly as he needs to be located. The blind individual who goes out on his own either meets with rather cold treatment or arouses the sympathies of well-meaning but un-informed people. While he may be placed, chances are very strong that it will not be the proper type of placement and will wind up as a failure for the blind worker. Failure can close the door against any future possibilities even though the employer might have had a number of suitable jobs available, had he known which ones to choose. The blind, as a group, I am sure, suffer from that sort of experience.

I feel fully justified in urging the blind to help you to do your selling jobs rather than to continue to run in all directions on an every-man-for-himself basis. If these friends of mine in Minneapolis working in other personnel departments, knew for example, that the re-hab people would come over, visit their plants, make a survey of jobs and would tell them whether or not those jobs were suitable for blind employees, I am sure they might hire one or more each. No re-hab staff is large enough to permit adequate contacts even with a small percentage of employers. But it is likely that if the Director of a Rehabilitation program were to show his superior that these industries are asking for services which cannot be provided, and present possibilities for placement, those services would most probably be made available. Why can't the blind who want to promote themselves and the program for the blind approach the employer, not by asking for a job and scaring him to death, but by pointing out that there *might* be some possibilities, that there are ways of determining those possibilities and offering to help the employer get in touch with those who can help him find the answers to some of his doubts and fears.

If the employer knew that there are workshops for the blind, for those who are unable to meet the requirements for successful employment for some unfortunate reason, might he not be interested? Such interest could well result in a more substantial contribution to the Community Chest or a gift to the agency for the blind, or employment for a blind worker in the shop through a sub-contract.

The Placement People themselves may frequently be responsible for some of the misunderstanding and apprehensions. Because we live placement work, we know the amazing things that blind employees can do. We know that insurance isn't a problem. We know that sighted workers will accept them. We forget that others don't know all these things, and sometimes our impatience becomes so evident that the employer senses it. Placement becomes a little more difficult.

Sometimes, too, in our anxiety to assure the employer that there won't be any problems because we follow up on our placements, we give the employer the impression that we will be cluttering up the place daily. The follow up is one of the keys to a successful program but the proper understanding in initial stages is extremely important.

There is little opportunity for a sound viewpoint on the part of the employer when he walks down the street and in one block sees a blind person with a tin cup. In the next block, he sees another with a sandwich board on which are painted signs damning the Community Chest or other agencies. In the third block, he sees another blasting out discordant notes on an accordian and discourteously blocking traffic on the sidewalk.

How much more wholesome if those three men could agree on a common goal which would be good for the group of the blind as a whole! How much more could be done for a greater number of people, if they would, for example, lay aside their selfish, warped attitudes and serve as a committee of three to call upon employers, upon influential people in the community, upon legislators! Then employers would know that re-hab can assist them with placement problems. Then business men could learn about the workshops and their facilities. They could learn about agencies for the blind in the community. Legislators could be made aware of the real needs in legislation affecting the blind.

The committee of three . . . the sandwich man, the beggar and the musician . . . could help the employer to learn that those are not

the categories into which blind people must be placed. If re-hab staffs are not adequate to do the job, let our committee show the employer, the business man, the legislator through demonstration and presentation of sound facts and figures. Those staffs in time will be adequate. If workshops or social agencies are unable to perform needed services, they will be able to perform those services if blind men will get off the street and go about telling their story. If they are not doing an honest job, they will be or they can't exist.

I happen to be personally acquainted with the Governor of the State of Minnesota and with a few of the legislators. One thing they find difficult to understand is what is and what is not good for the blind, because when the Senate and the House are in session and in-between times, there are small groups, each with selfish interests at heart, putting on the pressure for this, that or the other type of favoring legislation for the blind. The Governor told me once that in one morning he had been approached by three different groups on the same problem and that each group had exerted considerable pressure to go in a different direction. No wonder he was confused.

I cannot understand why it was necessary for this to happen. Surely the blind persons whom I have known well as individuals cannot be beat. I feel that I have some very close and good friends among the blind in the State of Minnesota, and I sincerely hope I am right. But the moment they become part of some group action, they lose their sense of balance and stumble in all directions. Why couldn't those three groups sit down and argue it out, give and take, and come up with some one definite proposal which would perhaps incorporate the best features of the three different approaches and thereby present a solid, united front.

I believe from what I've heard, that the blind and agencies for the blind in other states again are not much different from the blind and agencies for the blind in the State of Minnesota. Frankly, I think our schools for the blind, our re-hab program and our welfare program also do a lot to create confusion, and need to be put together on a more common ground. I believe it is well agreed that what we as individuals are today is merely the end result of some influences or some experiences which we started having when we were born . . . our parents, the environment in which we lived, the economic condition of the home, the social influences of the community, the people and surroundings with which we were associated, the native talents and abilities with which we were born. All have combined to make us what we are.

There is a real need for some common experiences in the lives of the blind which will tend to bring about a more unified philosophy among them.

I recently noticed in a report of the Minneapolis Society for the Blind that they had referred to them a man 56 years of age who could not tie his own shoe laces, who was completely helpless because of the sheltered environment in which his sisters caused him to live. I certainly cannot blame that one onto the schools because I do not know whether or not the man went to school. I can't point the finger at any agency or program for this tragedy. But somewhere our system failed the test. Also, recently, I saw some young people on the streets of Minneapolis with tin cups. Upon inquiring, I learned that they were in their late teens or very early twenties. I think it is a sad commentary to find young people who should be most enthusiastic and active in fostering a better program for the blind and who should be concerned about their future, concerned about bettering themselves in the way of training, concerned about finding jobs, concerned about the welfare of other blind people, concerned about the welfare of the program as a whole, with that kind of an attitude. I am not directly blaming any agency for this either, because I do not know about these youngsters; whether they went to public schools, state schools or whether they ever went to school. I don't know whether they are registered with any social agency. But I am saying that if those youngsters and the helpless older man had come under the influence of an overall program for the blind in their childhood or at a point soon after they became blind and that if there were one program with the same philosophy extending from the "cradle to the grave", I am sure that they would have better

integrated personalities, we would have a more economical program for the blind, and a better understanding on the part of the general public.

Just as it is not sufficient for the re-hab program to maintain a couple of placement people to go out and find jobs, neither can the school maintain a twelve year tea party for the kids. Any re-hab program that is based on placement where numbers are stressed without regard to the abilities, personalities etc. of those people going out to work, can't last. A school which turns out youngsters who feel that because they are blind the world owes them a living, is not justified in its existence anymore than is a welfare program which limits its assistance to $40 a month if the blind man needs $60.

I have accused the blind of confusing the public by scattering to the winds in their approach. I think that these agencies for the blind have done as much to create confusion. I can see no reason why one basic philosophy should not permeate any and all programs for the blind in any state or in the United States for that matter. Again, it is a question of give and take. Why can't the school superintendents, the re-hab directors, the supervisors of aid-to-the-blind programs, the workshop people, sit down and beat each other over the heads, argue it out, but come out with some one unified approach? I think it is unfortunate that in many states there is not all of the unity there should be to promote the kind of program which I know we could have. To me this is unfortunate not only because it creates confusion both in the minds of the blind and the general public, but because I feel that while it may take a long time, the day will come that the right philosophy becomes so obvious that the blind and the sighted alike will recognize it and agree upon it, and that those who feel they can go their own merry way without regard for the greatest good for the greatest number will be on the outside looking in.

In talking on this point, I realize that I have made it sound as though I believe it is amazingly simple. That is far from being a fact. I know from experience how really difficult it is. It is the toughest job that those in this work have to do. It is the goal that every single worker in this field must have in mind all day, every day. He must work and fight for it. And he's going to get licked several times along the way. But he's got to keep on swinging because only when this is a reality will we really have a program for the blind.

In review then, I have stated that the employer does have a viewpoint. It may be warped. It may be colored by unsound thinking. It may be shaped by needless fears. It may be prejudiced by the actions of single, individual blind people, groups of blind people, or the agencies for the blind but he does have a viewpoint. And if it is not too sound *you'll* have to help him change it. He neither can nor will change it without reason.

I have stated that I think the employer has a right to be concerned with production, safety, morale and so forth, and that he is justified in exercising caution in selecting people. I have pointed out a few areas in which I think perhaps needless confusion exists, some of the reasons for that confusion and I made a few suggestions as to how some of it might be eliminated. I hope that I have said something worthwhile. Thanks very much.

PR FUNCTIONS

THE IMPORTANCE OF HOME INDUSTRY TO REHABILITATION

* JULIA LAWSON

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Rehabilitation is the state of individual well-being resulting from the elimination or reduction of handicap to the fullest possible extent. When the physical and mental assets of an individual are aligned so that their planned application generates earning power, then that individual is vocationally rehabilitated. As a State-Federal rehabilitation program for the blind, it is our purpose to help those we serve to attain this goal.

It was with the passage of Public Law 113

* Visually Handicapped.

in 1943 that Federal participation in the state rehabilitation program spread wide the horizon for the rehabilitation of the visually impaired. Funds from Federal and State appropriations increased the number of state level professional workers to invest the newly acquired case service dollars. As a result, more blind men and women began to join the ranks of the skilled and unskilled workers in industry. Still others began to find their rightful places in the professions and to expand as operators of business enterprises. Within a few years, thousands of persons with visual limitations had attained economic independence. Yes, we of the rehabilitation agency were doing a pretty fair job of helping our visually impaired citizens to help themselves—with exception. This exception was, and is, that group of the blind which includes over half the total blind population in this country—the homebound.

The fact that the rehabilitation agency has succeeded in providing very little, if any, service for the homebound is certainly not to our credit. However, the fact that the need for such a service has been recognized is important. Now to do something about it.

We know what the word "homebound" means, but let us look at the possible reasons for a blind person to be unable to leave his home. The daily routine of the young wife and homemaker makes it impossible for her to leave the home to find outside employment. Therefore, she is considered to be homebound so far as any kind of employment is concerned. The person who has lived in a given rural community all of his life very frequently does not wish to leave his family and friends to begin life anew in another locality. In his case it may be simply lack of employment possibilities within his community that places him in the homebound class. The inability to travel alone to and from work certainly limits a person to his home. And, of course, multiple disabilities very frequently restrict a person's activities to the area of the home.

In the past the Home Teacher has been the primary source of service to the homebound and the capable, well-trained home teacher will continue to play the leading role in the homebound program; but this professional worker is not a vocational training instructor nor a placement counselor. Rather, he provides personal adjustment services which will assist the homebound blind person in his integration or reintegration into family and community life.

Workshops and local associations in the larger cities have established programs to provide employment for the homebound within a limited geographic area. But what about the people who need a service beyond that which the home teacher is in a position to give—the person who does not reside in an area where there is located a workshop or similar association? Neither the home teacher nor the workshop can help him—the rehabilitation counselor has nothing for him. In other words, this homebound man or woman is living in a rehabilitation vacuum.

It is the responsibility of the state agency to erase the rehabilitation vacuum that is denying so many of our visually impaired citizens the right to rehabilitation.

Home Industry—those two words are a current vibration among workers for the blind. Home Industry appears to be the only solution to the homebound rehabilitation problem. But how can it operate so that it may really be a part of the rehabilitation program?

Specialization and standardization are important factors in the successful operation of a home employment program. The potential homeworker must be given special training in a resident training center where he will receive instruction in basic skills and techniques and in their proper application to the production of specific related items. Both training and the necessary equipment for Home Industry are available under the rehabilitation plan.

Before the prospective home worker leaves the training center he must have a thorough knowledge of the work he will do when he returns to his home. When he is actually ready to begin production, he must be able to secure through the agency raw materials at minimum cost, which is the result of large quantity purchases of such materials.

All items purchased by the agency from the worker must be done so by special order only. The worker then receives immediate payment for those products which, upon careful inspection by the Home Industry program,

meet the specifications set forth by Home Industry. This merchandise is then channeled into the retail market via sales representatives.

Repetition of job operation makes for increased skill and speed in production. This in turn, means added dollars to the homeworker who continues to work a minimum 25 hour week under the periodic supervision of the Home Industry program.

To the homeworker Home Industry means: thorough specialized training in a craft or crafts which may be applied to the manufacture of a given product to insure maximum production and maximum income, provision of equipment within a given price range to remain with the worker so long as it is used, the ability to secure raw materials at factory cost, immediate receipt of payment for products purchased by Home Industry, and periodic supervision.

To the rehabilitation agency Home Industry means: the right kind of training for the potential homeworker, careful selection and design of products which may be produced in the home without constant sighted supervision and which may be marketed at competitive prices which will bring maximum earning power within reach of the homeworker, quantity purchasing of raw materials to maintain at all times an adequate stock to supply the need of the Home Industry worker, periodic supervision of home worker and thorough inspection of finished products, and marketing of Home Industry products.

A sound Home Industry program must begin on a very small scale. A few dependable workers producing a few carefully selected items may form the nucleus for a gradually expanding program. It is slow. It requires a great deal of time and effort from a Home Industry professional staff and the cooperation of every member of the rehabilitation agency. The obstacles to the development of a satisfactory Home Industry program are numerous but they are not insurmountable.

Vocational rehabilitation is the earning power resulting from the planned application of the mental and physical assets of an individual. We must not—we cannot continue to deny the vast numbers of our homebound blind citizens their right to vocational rehabilitation.

REHABILITATION OF THE RURAL BLIND

GEORGE OWENS

Rehabilitation Counsellor, Division of Services for the Blind, Department of Public Welfare, Jackson, Mississippi

The following standards should be used as a guide and followed very closely in setting up a client as a farm case. Many times we are tempted to go into this undertaking without giving sufficient thought to the following:

1) Amount of vision required for the job
2) Does client have sufficient vision for operation of the job?
3) Is client interested in farm work?
4) Is additional help required for operation of the job?
5) Does client have this help available?
6) Amount of finances required for operation of this job
7) Does client have access to these finances?
8) Type farm to be operated
9) Equipment needed
10) Can equipment be secured?
11) Location of farm as to community, soil, transportation and farm leaders.

The first thing that we want to determine before setting a client up as a farm worker is the amount of vision required for the job and after we have once come to a conclusion as to the amount of vision required and if client has the required vision, the next step would be to determine whether or not the client is interested in farm work. If he is interested to the extent of really wanting to be a farmer, it will be well to consider him for this type work. If he is not interested there is no need for considering him further.

After we have decided that he has sufficient interest to go into this program, we must then decide if additional help is required in

order for this project to be successfully operated and if it is found that additional help is needed, the next question that we should consider is *"Does client have this additional help within his own family or will it be necessary for him to hire additional labor?"* If it is found that additional help is required and that client has the additional help within his own family, you will have a better project than if client is forced to hire his additional labor.

The matter of finances in the operation of a farm, whether the farmer has normal or restricted vision, is always a proposition and one of the first things that a person with normal vision would determine is the amount of finances required and then what means can be used to obtain these finances. This should be true in dealing with a visually handicapped person along the financial consideration of his project. It will also be necessary to determine the type farm that the client will be operating, whether truck farming, dairy farming or general farming. There is always a necessity of anticipating marketing problems as well as production problems. Useless to say that a farmer can farm without certain kinds of equipment. This should be determined before this project is approved, not only determined the kind needed but determined whether or not this equipment can be purchased or arranged for before this case is finally approved.

The location of the farm will have much to do with the success of the farmer. If it is located in a progressive community, then the farmer will more or less be progressive along with the community. If the soil type is poor, then we can expect production to be poor. If there is no transportation, there will likely be no stabilized marketing. If there are no farm leaders to assist him, it will be useless to expect very much in return for your efforts.

If these standards are used as an outline and followed very closely, I can see no need of many farm cases ever failing.

As an example, I would like to refer to the following case, giving you a brief history of this case in order that you may more fully understand my previous remarks concerning the farm case.

Mr. A, who was totally blind in the right eye and with 4/200 vision in the left, was being forced to ask for help. In fact, when I first contacted him he was trying to get Aid to the Needy Blind. He had a family, a wife and four children, to support and since he had been very active prior to losing his vision it was very hard for him to adjust to this blinded condition. He had made an effort and was trying to purchase a small farm through the Farmers Home Administration but was unable to pay the down payment which necessitated his renting the place on share basis during which time we started working with the client as a joint project between the Vocational Rehabilitation Services for the Blind and Farmers Home Administration, but at the same time it was necessary for us to give him physical restoration which made the first year of his farm work very discouraging due to the fact that he had to be away from home so much for his treatment. However, his family was a great standby and made every effort possible to keep the farming going and with his counsel and guidance they managed to make a fairly good crop which gave them much encouragement. He did so well with this undertaking and since he got such good results from the physical restoration furnished him, the Farmers Home Administration agreed to furnish money for a tractor if we could work out some plan to assist him in getting the plow tools which we managed to do.

Client's children have taken a very active part in 4-H Club work, one of the little boys has won blue ribbons with his 4-H pigs, one girl won a blue ribbon with her home projects and it seems that the whole program is progressing in the right direction.

It might be of interest to know that this family has been brought from a destitute situation to where now they are the leaders in their community. Client is Director of the Baptist Training Union of the Church and also a Sunday School teacher; His wife is a Sunday School teacher and it seems that the community is now looking to them for leadership.

It might also be of interest to you to know that last year client made and harvested thirteen bales of cotton which brought him approximately $3,000. In addition he had a fair income from livestock and poultry.

I merely mention this to give you an idea

what can be done with a blind person if plans are properly formulated and followed and if the blind person is interested in following the vocation which you have agreed upon.

PREPARATION OF THE BLIND PERSON FOR EMPLOYMENT

W. R. YOUNG

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In gathering and developing material to use in presenting a study of "Preparation of the Blind Person for Employment" it was readily apparent that a great deal has been written on this subject, as well as on the pertinent "parts of the whole".

The most important feature is fact—namely, persons who are blind are finding employment every day. More individuals who are blind are being employed on permanent jobs every day than was the case ten years ago or five years ago or last year. Thus we are not considering theory to be experimentally put into practice. We can if we will, study successful experience and by doing so objectively, evolve commonsense, practical methods and ideas that will help, in the pure sense of the word, a blind person prepare for employment.

There is no logical argument against the fact that to assist a blind person the most to prepare himself for competitive employment, can be done only on an individual basis. Experience points out the fallacies of pigeonholing any individual into group philosophy or psychology and prematurely arriving at results or eliminating possibilities before a commonsense approach can be applied on an individual basis. Prejudice and archaic preconceived ideas can be so powerful that the result can well be the assistance of a blind person into continued unemployment and complete social and psychological dependence. Even casual observation is sufficient to make glaringly apparent the increased tendency of parts of large segments of the population to become more and more dependent.

Blindness is a severe handicap and imposes limitations on any blind person who wishes to or is forced to face definite need for employment and self-sufficiency. The sooner every individual can intelligently approach the facts, the more successfully and the more completely will he be able to fit the various parts into a composite that will result in intelligent self-sufficiency and the lack of dependence on others.

There is no single formula for helping a blind person adjust himself to his handicap, although the lack of and the need for adjustment is said by some to be a primary reason for lack of success in employment. There are several tools available to a blind person to help further his adjustment and for each of these tools, there are numerous examples of success that can be attributed directly to the results of the individual's availing himself of, for example, adjustment centers for the blind, and sound, practical counseling from a person trained and experienced. Home teaching and counseling and guidance have proved their worth, as has the adjustment center. A good adjustment center quite often to the individual blind person is an expensive but effective short cut to adjustment.

Prevocational training and adjustment training is necessary and advisable to the extent that the individual need may dictate. I have never, nor do I expect to, hear any disagreement with the thinking that can be expressed by saying that successful employment is impossible without sufficient and proper adjustment and sufficient and proper prevocational training. This is particularly true of the severely handicapped individual. Vocational training as differentiated from adjustment and prevocational training, is a necessity that, although it is glaringly apparent, has too often been overlooked or minimized before the individual is placed in employment. The selection of vocational training is dependent upon a sound vocational analysis, and the success of vocational training and thus employment itself, is dependent upon the training facility utilized. One of the more important helps to the blind person seeking employment is a good, sound selection of the vocational training facility. The individual

selection is again dependent entirely upon the individual at hand, his objectives, abilities, and desires to be successful.

Selective placement has been recognized for some time by employers as being fundamentally important, and programs of selective placement for all jobs have been instituted by large numbers of employers and are carried out in detail. Selective placement as such has been discussed because without it the entire processes of preparation would be without meaning and to no purpose.

It is perfectly obvious, although some refuse or are reluctant to admit it, that every one of us has needed and received immeasurable assistance in preparing for maturity and employment. The more specialized the employment, the more specialized the assistance has been. From the first day parental training began, then through the school systems, through higher education or through vocational or on-the-job training, all of us have received to one degree or another assistance of a specialized nature. The need for employment is a reality for all of us, and for most of us, along with the need for employment is the need for earning a living, which is entirely dependent on continued employment. This by way of emphasizing the necessity for helping the individual as an integral part of his environment rather than as a part of a group set aside.

To get back down to earth, a person who has lost his sight can be materially assisted by a rational and commonsense evaluation of all the information that can be assembled by him and about him. His interests, his adjustment to his handicap, his previous work history, the environmental factors, are all of extreme importance. The validity of such an evaluation depends entirely upon the thoroughness with which the facts are compiled. The importance of such an evaluation is fundamentally basic. The assembled facts considered as assets, liabilities, or limitations, are available for analysis and then can begin the processes of strengthening the assets and minimizing limitations, and beginning the processes of preparation for employment. There is nothing here presented that an individual blind person cannot do for himself, and yet experience has definitely shown that the proper type of assistance can be indispensable. It is recognized that the fulcrum of all these services rests jointly with the blind person seeking assistance and the person attempting to offer such assistance. Motivation must be present in both, along with willingness to learn and work. The recognition of those things that need improvement is valuable only when the opportunity for improvement is made available and is utilized by the person who is blind and who needs it.

Assisting the blind person to find employment is most successful when it can begin at the earliest possible date and includes trained experience in evaluation and practical diagnosis of aptitudes and interests; when it includes practical adjustment and prevocational training and when it culminates in successful employment through selective placement. Furthermore, the source of assistance to the blind person must be continually aware of changing employment conditions, economic conditions, or labor demands, and be flexible to the extent that even major changes as we have known so well in various emergency situations, will not cause any delay or hindrance to the processes of rehabilitation.

Those of us who are sufficiently interested to make a career of assisting blind persons to prepare themselves for employment, have two primary responsibilities. There may be fault to find with the most usual available methods of such assistance, yet unless criticism aimed at the existing facilities is constructive, it can in no way improve available methods or organization. We then must accept the two responsibilities of: providing flexible services of counseling and guidance, adjustment, prevocational training, selective placement, etc. to the blind person seeking employment; and provide them to the limit of existing facilities and organization. We must further devote sufficient of our energies and time, together with our experience and abilities, to improve and expand existing facilities and organization for the benefit of those blind persons seeking employment.

EMPLOYER ATTITUDES TOWARD THE USE OF SIGHTLESS LABOR

*BOB McKNIGHT
Memphis, Tennessee

How do you do ladies and gentlemen and Industrial Employment Counselors? I feel honored on any occasion to be asked to speak, especially since I am a married man and get to do very little talking at home. I am having a wonderful time, and I feel that you will concur in my thinking that the Daytona Lions Club is doing a wonderful job and should be publicly commended.

The subject, Employment of the Physically Sightless, is one that has caused much concern and much effort has been made toward the analyzation of same; however, to me it is as simple as everyday living. To illustrate from my following remarks, I should like to digress a moment and tell you a story: I was privileged to be present at a rehabilitation conference that was climaxed by a banquet. The secretaries and wives were invited, and a good time was had by all. In an effort to glorify the occasion, something of a very unusual nature was furnished in the form of entertainment. A nationally famous radio cowboy was in town at the time, and was invited to display his horse at the banquet. This was done and the horse paraded the banquet halls in all his glory, decorated with the various articles of paraphernalia typical of Western fame. One lady leaned over and whispered in her husband's ear that to her knowledge that was the "first whole horse she had ever seen at one of those banquets." This, I am attempting to point out, applies to us, the blind, and to members of field and staff personnel in the various services, public, private, and otherwise. I feel that since an employer is a part of the American public, incidentally very successfully so, that formulation of opinion with him is similarly handled as any other segment of the American public. If you concur with this thinking, you also will concur with the thought that we, the representatives of the various programs, are walking neon signs for the programs we represent. As such, all considerations should be given to posture, temperamental adjustment, poise, personality, personal grooming, travel ability, technical knowledge, sales technique and all other phases of orientation that would lend toward making us more normal individuals. If these aforesaid requirements are accomplished, and if it is recognized by the American public that your employment is not strictly on the basis of economic need rather than qualifications, and also if it is recognized that partisan politics do not alter your attempts, then almost invariably a good impression will be made; thus, the first and major hurdle has been surmounted. From this point on, it is simply a matter of technical knowledge, the ability to make a statement and back it up with action.

I have numerous illustrations, but I prefer to use one that is a bit extreme, and I hope it will impress upon your minds the thing that I am trying to get across: I was seated in a rather exclusive dining room in a very popular city having lunch with a friend; another friend came in with a sightless member of field personnel. They were invited to join us at our table, and lunch was ordered. The sightless friend ordered about a five course meal including in it also a side dish of rather sloppy navy beans. When the food was placed on the table before him, he reached out, took the side order of beans in both hands with each thumb protruding from one-fourth to one-half inch in the juice. The beans were raised directly over the main dish, and held some six or eight inches above same, tipped up gently and both beans and bean juice were very sloppily poured out over the meat. This having been completed, the blind man slid his chair back, leaned over with chin almost touching the table, took a bouillon spoon and proceeded to shovel the meat and beans into his mouth, where upon I asked him if a pair of Chinese chopsticks wouldn't be more convenient. He stated that the reason he leaned over the table when eating was because his ulcerated stomach drew him over in that position. I rather belligerently stated that since he was a walking advertisement for the program that in my

* Visually Handicapped.

opinion he should be interested enough in his welfare to either correct such conditions or resign; however, he did not resign. Now this is a rather extreme case, but is typical in situations both in etiquette, poise, personality, and all the other phases that must be corrected before much impression can be made on the American public of which the American employer is an important part. I know of course that these words are strong; I shall not be surprised to hear later that some of you who fit into this category will have walked out. It is, however, my opinion that those who do not share in our enthusiasm to correct the situations should not retard our various programs by remaining on the payroll. It is anticipated that many, both blind and sighted will read this in the A. A. W. B. proceedings, and I should like very much to have your comments either pro or con.

Now in conclusion, I should attempt to redeem myself by saying that it is not my opinion that all Blind people are doomed, instead I prefer to think the other way, and since I am a God-fearing man, I shall attempt to prove it by what in my opinion is the greatest authority in the universe, the Holy Bible. I refer you to the forty-second chapter of Isaiah, sixteen through twenty verses: "And I will put the Blind by a way that they knew not; I will lead them in paths that they have not known: I will make darkness light before them, and crooked things straight. These things will I do unto them, and not forsake them. They shall be turned back, they shall be greatly ashamed, that trust in graven images, that say to the molten images, Ye are our gods. Hear ye deaf; and look, ye blind, that ye may see. Who is blind, but my servant? or deaf, as my messenger that I sent, who is blind as he that is perfect, and blind as the Lord's servant? Saying many things, but take observance in; opening the ears, but he heareth not."

Thank you and God bless each and everyone of you.

POST-PLACEMENT SERVICE TO CLIENT AND EMPLOYER

*CHARLES B. GRIDER

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Post-placement service is any act or acts performed by the placement counselor or any other employee of the agency whereby the good will of the employer toward the blind worker and the agency is retained in full force; the client's confidence in the agency and himself is maintained at the highest possible level; a satisfactory and profitable employment situation is maintained between the employer and the employee, and, if termination is necessary for any reason, it is accomplished with the least discomfort to both parties.

The services of the placement counselor to the client is to make sure that the client has been placed on a job which is in keeping with his mental and physical abilities and personality traits, and to make sure that the working conditions are the best obtainable on the particular job without asking for special benefits because of the client's lack of sight. He must be made to feel that he is a working unit on an equal basis with his fellow employees.

Post-placement employer service is something to which the employer is legitimately entitled. We have sold him a specialty—a specialized unit of labor, and he should receive service from us in the same spirit in which he would receive it from the vendor of a specialized piece of office equipment. No manufacturer of diesel machines, for instance, would think of buying a bookkeeping machine unless complete service on it was available in the community; in fact, a wide-awake salesman makes the "availability of complete service" one of his strong selling points.

In talking to the employer about service, we should be careful not to infer that "trouble will be brewing". We can point out that in case it is desirable to upgrade the blind worker, or to transfer him to a different job because of a change of product, or to enlighten a new superintendent or foreman, that the placement counselor will be available

*Visually Handicapped.

to render any such help. We can tell him that, should he have a cut-back in production necessitating the lay-off of the blind worker, our agency would be at hand to secure another job for the worker. Thus employer service becomes a positive asset in enhancing the value of the blind worker.

The placement counselor should check the total situation in any job set-up. He should be thoroughly familiar with the quality and quantity of the product being produced, the number of employees doing the same job, personality and character traits of the superintendent and foreman, and the general attitude of the client's fellow workers.

The counselor should not overlook the importance of the complete orientation of the client to the physical aspects of the plant in the matter of locating washroom, exit, and any position that might be a hazard to himself or other employees. Under difficult circumstances the client should ask the service of a sighted worker in helping him to traverse such areas without making it a burden to anyone.

It should be impressed upon the mind of the client that it is a necessity always to present a cheerful, cooperative attitude toward all the people connected with the organization for which he works. The counselor must be on guard to make sure that the client carries out such instructions and the counselor should also be observant enough to detect any feeling of discontent on the part of the other employees or the management. The relationship between the counselor and the client should be of such nature that the client would feel free to go to the counselor for advice on any problem that might arise.

The blind worker belongs to a minority group and naturally thereby attracts more attention from his sighted neighbors than most any other individual. Therefore, it is imperative that he must, at all times, be careful about his dress, his personal grooming, his posture, and his manner of moving around. On the job he should wear clothing appropriate to the type of work in which he is engaged. His clothes do not necessarily have to be of the best material, but they do need to fit well and be kept as neat and clean as possible. He should be careful to keep his hair well combed and cut at regular intervals, shave regularly, and make sure that his shoes are kept properly. His posture when standing should be one that denotes ambition and purpose, and while sitting at his bench he should give the impression of being wide-awake and alert. In his movements he should avoid groping and move with an assurance of knowing where he is going and for what he is seeking. It is the placement counselor's function to insist upon the client's attending to such matters.

The placement counselor should be very sensitive to the fact that just production is not enough. All other aspects of the blind person as a worker must be equal to or better than his sighted fellow workers. As a specialized unit of labor, the blind worker is on exhibition, as it were; and small deviations from the normal will be amplified in the minds of other persons in the factory. It is a responsibility of the placement counselor to make it clear in the minds of the foreman, fellow employees, and supervisors of any factory in which a blind person is engaged that he is not an object of pity, but that he is an efficient work unit that must fit into the organization. Proper understanding of these things is especially essential to the success of such an arrangement, and the sooner the truth is known the better it will be for all concerned.

If things are not going well, a study should be made of the situation, and it might be further desirable to transfer the client to a more suitable position in the factory or place him on an entirely new operation. In carrying out the adjustment that becomes necessary if the blind worker is not succeeding properly, the placement counselor should take the lead. Be very frank with the employer as well as with the client. The move may then be made as a matter of cooperation rather than coercion. Follow-up should be immediate and frequent enough to insure adequate results and control. The frequency of service is a point that is highly debatable, and one for which no hard and fast rule can be set. It will, of necessity, be more frequent at first and may taper off to a contact only once in six months or a year. The client who has had work experience before losing his sight will often require much less follow-up service than will be necessary with one who

has never been in the position of employee. Some companies will change foremen and production arrangements more often than others, and each change may need the attention of the placement counselor. Some employers can be counted upon to call if they are in need of help. In other cases, the placement counselor must go to the employer whether called or not.

Employer service is for the benefit of the client as well as the employer. There is no question that smooth, well-adjusted arrangements add to the job security of the client. He must be brought to realize this and to appreciate the placement counselor's continued service. The client should contact the counselor in case of any impending change or trouble at the plant. The counselor should not forget the client placed in a poor or mediocre job who subsequently develops skills and abilities to handle properly a good job. This may mean transferring him from one employer to another.

Post-placement service retains the good will of an employer and leaves the job open for future employment for another blind person. One of the most difficult phases of employer service is that of retaining good will in the face of failure of the blind person on the job. Therefore, every effort should be made to be sure that the employer has a good attitude toward employing another blind worker in the future, and that he will help the cause when discussing with other employers the subject of blind workers.

The counselor is not relieved from his responsibility to the client and the employer until he has provided every service that is needed to secure a satisfactory arrangement of employment.

DEVELOPMENT AND EXPANSION OF EMPLOYMENT OPPORTUNITIES FOR BLIND PERSONS

* J. H. CHAPPELL

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On either side of the entrances to the National Archives Building in Washington, D. C., are imposing figures, on one of which appears an allegorical inscription which reads "What is past is Prologue." Before discussing the subject of development and expansion of employment opportunities for the blind, let us review the progress agencies for the blind have made in the past.

For many years the schools for the blind have maintained industrial departments where training was offered to the students in piano tuning, broom making, chair caning, rug weaving, mattress making, and knot tying in addition to the regular academic work. Of course the primary purpose of the schools for the blind was to make it possible for blind children to obtain an education equal to that offered sighted children in the public schools, and the training offered in the industrial shops—while only secondary—did enable some blind persons to utilize their training. These blind persons either became employees following crafts that they had been taught or operated businesses of their own.

Yet only a few decades ago the belief was still prevalent among educators, workers for the blind, and the general public that blind persons could not be employed unless placed under sheltered conditions and provided with special tools and devices not commonly used by sighted workers, or engage in so-called self-employment. This belief led to the establishment of special workshops. These special workshops were few in number and were located in metropolitan areas or urban centers in order to provide employment for as many persons as possible. Therefore, blind persons in outlying districts and sparsely populated areas could not readily take advantage of these facilities. Workers for the blind were aware of this situation, and to meet it they established what is known as home teaching programs. Under these programs blind persons were taught to manufacture selected products in their own homes and thus derive an income from the sale of these products.

* Visually Handicapped.

Through the training received in the schools, under home-teaching, and in sheltered workshop programs, a small number of blind persons found employment. However, all blind persons were taught the same trades and crafts regardless of their inherent potentialities for training and employment in other fields, and the public became confirmed in the belief that only in these few trades could blind persons be employed.

While this condition prevailed for many years, there were isolated instances in which blind persons, through their own efforts or through the help and encouragement of friends, became successful in business, in the professions, and in rural pursuits. In addition, some workers for the blind in this country and in Canada placed blind persons in competitive jobs in the manufacturing industries.

On June 20, 1936, the Congress passed the Randolph-Sheppard Act which authorized "the operation of vending stands in Federal buildings by blind persons, to enlarge the economic opportunities of the blind, and for other purposes." The State Commission for the Blind in each State (or other appropriate public agency in each State where there was no such commission) was designated to issue licenses for the operation of vending stands. Since funds and staff were not available to carry out all the provisions of this Act, and since Federal buildings seemed to provide many opportunities for stand locations which could be readily obtained, the State agencies frequently sacrificed the development of other fields of employment to give their entire attention to promoting the vending stand program.

In order to carry out the provisions of the Act there was established in the Division of Vocational Rehabilitation, Federal Office of Education, a unit of Services for the Blind. Joseph F. Clunk, who had developed the vending stand industrial lunch service in Canada as well as the industrial placement program, was appointed chief of this new unit. In addition to encouraging and assisting the State agencies to organize the vending stand programs in Federal and other buildings throughout the country, Mr. Clunk and members of his staff encouraged a number of State agencies to employ industrial placement agents for the blind. At the beginning of World War II, therefore, there were eight such placement agents who had demonstrated conclusively that, by following the methods and techniques developed by Mr. Clunk, blind persons could be employed successfully in industry.

Soon after Pearl Harbor was bombed on December 7, 1941, there was a great demand for manpower, and more and more agencies for the blind organized placement programs. Again emphasis was placed only on one phase of the rehabilitation program—industrial placement. This was the natural thing to do as the country needed workers for its defense plants. But there also was an opportunity to show educators, workers for the blind, and the general public that they were wrong in their belief that blind workers had to be restricted to the generally accepted range of occupations. It was possible during this period to demonstrate to employers that blind persons, when properly selected, trained, and placed on jobs wherein sight was not a requirement, could work as safely as sighted workers and could equal or excel the production records of their sighted associates.

Throughout this period industrial placement received great stimulus, and on July 6, 1943, the Congress passed Public Law 113 which amended the Vocational Rehabilitation Act of 1920 and authorized the granting of Federal funds to State agencies for the blind to develop vocational rehabilitation services. Although Public Law 113 contemplated complete vocational rehabilitation services, the agencies for the blind tended, for the most part, to emphasize the employment of blind persons in sheltered workshops, vending stands, and competitive industries.

In the present national emergency the Nation needs to mobilize all available manpower. Public and private agencies are developing programs which will permit the Nation to utilize the services of the handicapped group to the fullest extent and thus release more able-bodied workers for tasks which cannot be performed by persons with disabilities. Here again, State agencies and workers for the blind have a real opportunity to expand greatly the occupational field in order that more blind persons may find suitable employment. It is essential that we

strengthen our services and develop training programs that will fit blind persons for the employment opportunities which will be available to them.

Our responsibility is one of determining what activities in the various fields of employment do not require the use of sight, selecting blind persons who possess the necessary qualifications to succeed, and providing them with such services as may be indicated —including adequate vocational training—in order that they may be properly equipped to function well in their chosen occupations.

Training is necessary for most jobs, but frequently the training provided in the past to blind persons was inadequate both in extent and in duration. Adjustment services and pre-vocational training have been for the most part insufficient. In many cases these services have not been provided at all. Many of our clients have never been employed, while others have never worked since the onset of blindness. Frequently blind persons undergoing training for some specific operation have had their training interrupted before it was completed to be placed on a job merely because there was a temporary demand for workers. As a common result of such practices they could not produce in a satisfactory manner and were either discharged or had to be returned to the agency concerned for further training. In some cases wherein the individuals were properly selected, trained, and qualified for their occupations, they did not succeed because they were not taught how to meet, deal, compete, and associate with the sighted public. As a result they as well as the general public attributed their failure to blindness rather than to inadequate training in this phase of their preparation for employment.

Through our present vocational rehabilitation programs many of the weaknesses which are inherent in our efforts to place blind persons in employment can be avoided.

Vocational diagnosis and counseling will supply the blind person with information on the requirements of the various job possibilities. It will assist him in identifying his abilities, aptitudes, and his disabilities as they may affect job performance, thus enabling him to choose the vocation for which he believes himself best suited.

Physical restoration will provide the medical, surgical, or hospital services necessary to remove or reduce his physical disability.

Adjustment services will equip the client to understand and live with his blindness, to develop special habits and skills which increase his self-reliance, and help him to meet problems incident to his blindness. These services will prepare him to meet, deal, compete, and associate on a more normal basis with the sighted public.

Exploratory and pre-vocational training will assist the individual in acquiring sufficient fundamental knowledge and experience to choose a suitable employment objective.

Vocational training will provide the necessary training in the specific trade or profession.

Placement services will assist the blind person in finding a job, or a suitable location where he can practice a vocation or conduct a business.

Follow-up services are designed to assist both the employer and the employee in making necessary adjustments, to provide additional services to the disabled worker if needed, and to aid him in the solution of any problem that might interfere with his success.

If we make full use of all these services, teach blind persons how to conduct themselves properly, give them the training necessary to carry on the vocation they have selected, and otherwise fit them to enter the labor market, we can develop and expand employment opportunities for blind people. At the same time we will make a real contribution to the Nation's manpower supply during this critical period of our country's existence.

Since the passage of Public Law 113, agencies for the blind have spent much time in such preliminary activities as organizing programs, training staffs, and developing methods and techniques in counseling, training, and placement procedures. In spite of the time required for these activities, approximately 18,000 blind persons have been rehabilitated in the seven-year period. This contrasts sharply with the nine-year period preceding the passage of the Act, during which less than 2,000 blind persons were rehabilitated. This increase is gratifying, but

with an estimated 65,000 that could be rehabilitated into some form of gainful employment plus those employable blind persons among an additional 22,000 who lose their sight each year, we must probe all avenues of employment for the blind and expand employment opportunities for all classes of blind people in all parts of the country. This task demands vivid imigination and creative ability. The techniques developed to convince employers that blind workers can compete successfully with sighted workers in industry will be equally useful in other fields of employment.

Areas of employment of the blind generally fall into five categories—workshops and home industries, vending stands and small businesses, industrial employment, rural activities, and professional occupations.

Although there are approximately 112 workshops for the blind in the United States, they were unable to take advantage of all of the contracts offered them during World War II. This, unfortunately, was due partly to the fact that there were not enough workshops; partly because it was impossible to secure workers; and partly because a vast number of blind persons had never received any training. Several States have home industry programs, and there is a need for further expansion of this service to provide employment for a particular group that cannot otherwise be employed. Recognizing this need, the Office of Vocational Rehabilitation is cooperating with the American Foundation for the Blind and National Industries for the Blind in planning an exploratory institute. It is hoped that the information assembled as a result of the institute will contribute to the establishment of sound home industry programs. The extension of this service should greatly increase and expand employment opportunities for our people.

The vending stand program is well established. Every State in the Union as well as the District of Columbia, Hawaii, and Puerto Rico, has an agency designated to issue licenses to blind persons for the operation of vending stands under Public Law 732, 74th Congress (Randolph-Sheppard Act), and most of the States now have vending stand programs established. The business enterprises program for the blind is comparatively new. Although it provides unlimited opportunities for operators of small businesses, much research is needed to determine the types of businesses that are suitable for blind persons in different areas of the country.

The industrial placement program has provided employment for more blind persons than any other part of the program for the blind. It is reasonably well established in most parts of the country. Placement in service industries is probably the least developed, and emphasis is being given to the development of this phase of the industrial placement program.

Since V-J Day in 1945 some attention has been given to developing employment opportunities for the rural blind. While efforts to develop this field have not been extensive, upwards of 900 blind people have been added to the rapidly growing list of blind persons engaging in some form of rural pursuit. According to the present census, approximately 45 per cent of our total population, or 67,500,000, live in rural areas. It is estimated that at least 100,000 of this number are blind. Since experience has shown that as a rule blind persons who are accustomed to rural life have not been happy or successful when moved from this environment and placed in unusual situations and unfamiliar surroundings, and since blind persons are subject to the same desires and possess the same aptitudes and abilities as sighted persons, it is reasonable to believe that blind persons can be rehabilitated into rural pursuits. The development of a rural program will provide more employment opportunities for blind persons than any other single field of activity.

Although a considerable number of blind persons are now successfully engaged in a variety of professions, no organized effort has been made to explore and expand the opportunities which this field of endeavor should provide. It is hoped that at an early date a professional specialist for the blind will be added to the staff of the Office of Vocational Rehabilitation to devote his entire attention to the development of this phase of the program.

Besides the possibilities for expansion in these areas of work, there is a group of potential workers—blind women—for whom employment services should be developed. A

small number is employed in each of the five fields of activity previously mentioned, but usually only the most capable and aggressive have taken advantage of the services provided by vocational rehabilitation. This regrettable condition points up and emphasizes the need for further development in this phase of our programs. It also indicates a need for a specialist on the State staff who is familiar with the problem of training and placing women. There are many occupations in which women can engage as satisfactorily as men, and they are entitled to the same consideration.

In this brief sketch it has been attempted to show what has been accomplished in the rehabilitation of the blind in the past. While the record is gratifying in some respects, we cannot be satisfied with the progress we have made. In retrospect we see our shortcomings, what has been done, and what is yet to be done. If we continue to devote our best efforts to the development of employment opportunities for the blind, profit from the past errors, and keep on the alert for every opportunity to show the use to which the blind can be put in emergencies or otherwise, we may look forward to seeing in the second half of the century a greatly expanded program of services for the blind and a vastly increased number of our blind citizens gainfully employed.

It is estimated from reliable sources that there are approximately 260,000 blind people in the United States. Past experience indicates that about 25 per cent of these can be rehabilitated into some form of gainful employment. Let us steadily keep before us the great number of blind people who need our services. It is up to us to see that they enjoy the benefits vocational rehabilitation has to offer, and it is our duty to see that they are placed in employment that best meets their individual needs and capacities.

HOW CAN THE SOCIAL CASE WORKER HELP IN MAKING HOME TEACHING AVAILABLE AND EFFECTIVE WITH THE BLIND

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Social case work is a young profession developing, like modern psychiatry and psychology, to meet the needs of free men in a civilization almost too complicated to allow simple, peaceful community and family life. I stress free men because basic to all case work must be a high degree of respect for the personality and the rights of every individual, whatever his circumstances.

Back in the 1900's when modern social work was going through its early growing pains, "cases" were classified into categories of problems and workers recorded their successes by the number of activities which they did with said problems. That is the number of visits they paid to the client—whether they achieved anything or not, by the number of clinic visits and dental appointments they arranged. However, it wasn't long before the more intelligent and interested workers began to wonder what this activity achieved and began to look for a more lasting kind of help so that the clients could draw strength to move ahead on their own impetus. Our modern philosophy of professional casework as a means to promote self-realization is the result.

In 1949, a very interesting dissertation was written by one of the graduating students of the New York School of Social Work, Father Swithin Bowers. In this dissertation, Father Bowers described the growth of social work and the many known definitions of social work, some 34 in number, all of which seemed inadequate to describe the full current meaning of social casework. Father Bowers concluded his dissertation by offering a new definition, which reads as follows: "Social casework is an art in which knowledge of the science of human relations and skills in relationships are used to mobilize capacity of the individual and resources in the community appropriate for better adjustment between the client and all or any part of his

total environment."[1] Would you agree with me that we can accept this as a good working definition of social casework? If you do, we can then take it apart, apply this definition to a few specific cases, and see how it operates in helping the blind client to make the adjustment necessary if he is to go on to become a useful, happy and important person in the community.

I am convinced that any misunderstanding existing in our field of work between the sister professions of casework and home teaching exists only because of a lack of concrete understanding of one profession by the other. Unfortunately casework to many of the blind is not a particularly welcome term. To them it carries the connotation of snooping, it carries the meaning of advice that tends to control the blind person, it is too often tied up with financial relief. I well remember one blind social worker who told me that she fully understood the feeling. The blind person had to learn to play into the social worker's hands so that they could get what they wanted by seeming to coöperate in other areas. This is not casework. Casework is a warm, human service. Like a wise parent it purposely does not "do" for the client what he can do for himself. But it does and should help where help is needed.

There is perhaps one central difference that separates work with the blind from work with other handicapped groups. The sensory handicap of blindness in and of itself necessitates a building up of a formal educational structure which is specific to that handicap. The child with a polio caused disability can be educated in any regular class with the same teacher and the same equipment as the normal child. However, with blindness, the teacher must have special knowledge and special equipment in order to achieve results. Historically, the greatest achievements with the blind have come about through development of educational resources, and magnificent achievements they have been. Today's home teacher is increasingly capable of bringing these educational services to the blind.

However, in order to make the concrete "services" which have been developed available and useful, social casework can play a major role.

Not every blind person needs casework help in making an adjustment to his handicap. This is very fortunate because, if such service were indicated, there could not be enough social workers to go around and do the job necessary for that group who do need help. However, in the offering of service there must be a casework focus which should be shared by all professional personnel. When the person comes to us for help, we must be able to individualize his request and his feelings around it before we attempt to meet it. Social agencies throughout the country have attested to the fact that the person who comes for assistance very often has placed emphasis upon only one area of a problem with which they can face taking help. Sharing the opportunity to place this one facet of his problem, so to speak, under a microscope, with another person who is accepting of them, warm, friendly, interested, giving everything that can possibly be given in order to be helpful, can help the client to comprehend broader difficulties which up to now he may have been rejecting. It is this individualization of the person, this willingness to carefully and thoughtfully help each person to know what it is he is trying to accomplish, what means are at his disposal, whether or not those means are acceptable to him as a person,—it is this which is at the very root of social casework. It can never be what we think is best for him.

Margaret C. at 26 has an eye condition resulting from a central nervous system disease causing not only blindness, but some slow paralysis as well. She came to our agency with a very matter-of-fact request for Braille. Though not totally blind, she does not have sufficient vision to travel alone and is guided by her mother. On the surface, Miss C.'s request for instruction in Braille might indicate that here was a person who was facing her blindness, wanted to do something about it, was ready to move ahead in instruction. She seemed poised and at ease at the time of our first contact with her, and placed specific emphasis upon this one request. The caseworker did not say, "Of course, we'll give you Braille lessons, come in, start on Tuesday," but in-

[1] Swithin Bowers, O.M.I., "The Nature and Definition of Social Casework" *The Journal of Social Casework*, Vol. XXX, #8 p. 311, #9 p. 369 and #10 p. 412.

stead, "What do you know about Braille? Do you understand the way in which it is written? Do you like to read, do you think you'd enjoy it?" Some brief discussion around Braille itself, brought out almost at once considerable fear of learning it. To this girl Braille was the one thing she knew that blind people used but she did not have any realistic idea of what was involved in learning it or in reading it or how it could help her. We talked to her about how the teacher would come to her home to give her lessons, and met with the reception, "I want no one to come to my home. I want no one in my neighborhood to be aware of the fact that I am blind." Margaret had not really thought through what she hoped to gain by keeping people away from her own home. She merely knew that although she was blind, she had not shown her blindness publicly as yet. There was no physical indication of blindness in terms of eye scarring. She always traveled with her mother and she felt that holding on to her mother's arm, coming and going with apparent normality, not having to use a bannister of the stair, learning to focus when she spoke to people and look toward them, that no one was aware of her blindness. The case worker realized in this first interview, that it would not be wise at this time to go too deeply into the meaning of blindness to this girl, or into her plan to learn Braille. Instead of offering any specific service, the caseworker offered another interview and found Margaret very willing to come back possibly because it pushed aside, for at least a week, the final step of taking the first Braille lesson, and also willing because, in the course of just the one interview, she had begun to sense that her own plans, although carefully considered before coming to the agency, were not really the most valid and the most helpful in terms of her need.

I cannot go into detail on each interview that followed this, but let me summarize what happened in five interviews held at weekly intervals with this young woman and her mother.

As we have noted, at the very outset, the client's request was simple—"I am blind, teach me Braille." On starting to study the mechanics around the request, however, there clearly was evidence at the time she came to us of an emotional disturbance in relation to the acceptance of blindness and in relation to the public's concept of blindness. Her way of meeting it she had made clear. In the five succeeding interviews, the caseworker very slowly, very carefully began to talk to this girl about herself and about the meaning of her blindness. We found a very handsome, intelligent, young woman, who had been able to accomplish college in the evening while holding a full time job, top level secretarial job, and who had hoped for greater success. She had discovered that she could handle almost everything within her community on the basis of very real personal charm, people wanted to do things for her and with her; there had been no problem in personal associations until her vision began to fail. With failing vision, she began to lose the self-confidence upon which she had planned her entire career thus far. She began to feel that because she could not see others, she looked different to others seeing her. She gave up her job early in her blindness, rather than admit to an employer that she could no longer see to do his work and try to make any readjustment around the working process. We discovered that this was not a girl who could relate easily and deeply to any person, but that on a superficial level she could handle acquaintanceships with great satisfaction. In going further into her motivations about seeking help and what kind of help she needed, we discovered that although she expressed a desire to help herself she immediately blocked her own action by some imagined barrier. The worker helped her to recognize that her whole reaction to the onset of blindness was a very painful one and that it represented some abnormality, which could only result in increased unhappiness on her part. When she was able to understand that the objections to a learning plan were actually barriers erected by her because she truly did not want to go ahead with what seemed a logical plan, then she was able to begin to take a few steps towards a readjustment. When she could recognize that she was afraid of Braille and that actually she "felt two ways about it" then paradoxically she was able to really move to taking her first lesson. She had not given up her fear of blindness, she had not been able to work through her feelings about the people

in the community, but she has taken one small but very important step by finally saying in effect "No part of the adjustment to handicap is acceptable or agreeable to me, but I can recognize my own feelings in it and I have enough strength now to be able to take the first step against which I rebel." This is clearly a situation which required intensive and moderately prolonged casework before the home teacher could begin any activity. It requires continuing collaboration between the home teacher and the caseworker during instruction. The home teacher had to be prepared for the fact that this student would probably show evidence of personal rejection of the home teacher because of the teacher's visual handicap. The home teacher had to be ready to limit her instruction within the one area which the client is facing at the moment, rather than attempt a broader and more general adjustment to blindness programs. For the next month or two, the home teacher will carry the responsibility for service for this young woman, since, having reached a point of decision with the caseworker, they are not going further until Margaret has a chance to determine for herself how far she can go in the first area which she was strong enough to attempt. It is going to require the utmost skill on the part of the home teacher to make this three-month period valuable and meaningful to Margaret, and to help her, through the personal relationships established in the teaching area, to develop a little feeling of self-confidence and a little feeling that having accomplished one very difficult thing, she can move ahead to many others.

To go back to our definition.[1] Certainly in this instance the definition fits the type of service given.

But fortunately not every client needing casework service is so deeply disturbed. There are other and varied ways in which the caseworker, who is properly trained and equipped for her job can be of help.

Anna L. was referred to us for instruction in handcraft and Braille. We saw Mrs. L., and at the end of one interview, it was clear that this was a woman who had so many pressures in her everyday living that there was no possibility of her sitting down to study Braille, or handcraft. In her home there were her parents, both elderly, one very ill. Her husband had just been removed to a mental hospital for observation, and there was a question as to whether he was to be transferred to a State Hospital for prolonged care, or whether he might be able to come home. The woman herself felt badly, physically. She was interested in having help, but she had no idea of what kind of help she could use. She seemed an unfortunately defeated kind of person, with very little hope and very little interest in what the future could bring, since her only concern was with an almost unbearable now.

The caseworker helped her to understand that although she had no hand in what had happened to her still she did have the ability to determine what to do about it. In this instance, the caseworker helped her to think through how much it was she could do in her home, and what things were a possibility. Mrs. L. was able to decide that, although she loved her mother very deeply, she was not physically able to care for her during a terminal illness, since the mother needed continuous nursing care. The caseworker, having helped her to make this decision, very actively took part in finding a hospital facility for the mother. She got in touch with the mental hospital, acting as a liaison in securing and interpreting information to this worried woman about her husband's care and giving information to the hospital about the situation in the home into which it would be unwise to discharge a seriously disturbed man. With these two immediate worries out of the way, Mrs. L. was helped to take a look at herself, to go for medical care, which left her feeling like a real human being again. It was only after all of these tangible, immediately pressing needs had been thoroughly met and worked out that Mrs. L. was able to begin to think about what she might learn to do as a blind person, in order to be more helpful to herself and to her family. Her blindness, although it had been a serious obstacle to her in working through all of these plans, had not been her major concern. She had not really even thought about herself but once the situational pressures were relieved, this woman was able to begin working with the

[1] Bowers, *ibid*, 417.

home teacher, and at the end of a few months made an excellent adjustment to the physical side of her blindness, and began to learn Braille, and was a very capable housekeeper into whose home her husband could safely be discharged during his convalescent period. Again our definition.[1] Again the definition agrees with the service.

These two instances are the opposite poles in terms of casework service;—the one, a continued diagnostic and treatment service on a purely emotional level;—the second, a continued supportive, environmental assistance on a very simple, material level; both equally important, both entirely the function of the caseworker; both needing to be accomplished before home teaching could have meaning to the client.

There is one essential thread running throughout. The caseworker is the person who sets the atmosphere in which the client can move ahead. She offers not friendship but rather a personal relationship through which the client can feel secure and uncriticized. She can help him to relate cause and effect in his social environment until he is able to make progress without her help.

Not every client, however, can use the caseworker's help and it is just as important to recognize this inability when it exists as to offer help when it is needed. If the caseworker is able to recognize the elements which prevent use of help, she can frequently still be helpful on an advisory level. Sometimes her work is with the family while the teacher handles the client's instruction; sometimes it is as liaison between the community agency and the teacher.

To sum up, the caseworker can and must be the strong ally of the home teacher. Her service is first diagnostic in terms of understanding the personality and the needs of the individual, both expressed and unexpressed. Second, her service is therapeutic in helping the individual to begin to make his own plans around his needs. It cannot be too heavily stressed that the plan must be the client's own, not our prescription.

Treatment may be supportive or palliative —supportive in giving to the client the degree of interest and respect which enables him to appreciate his own capacities as a human being, palliative in quickly giving the kind of material help that will ease tensions for him, and giving it in such a way that the client maintains his own status in the process.

I am sure that when this type of service can be the complement to the high level of home teaching we already have, we can hope for a quicker, more lasting and more economical pattern of service to those persons who are blind.

[1] Bowers, ibid, 417.

MY EXPERIENCE IN CONDUCTING A CHRISTMAS TREE SALE FOR THE BENEFIT OF THE BLIND

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I have been asked to relate to you briefly my experience in conducting a Christmas Tree Sale for the benefit of the Blind.

The Virginia Association of Workers for the Blind sponsored such a sale last year a few days before Christmas, in the city of Portsmouth, Virginia, and I regret to say the results were not as we had anticipated. We came out ahead with a few hundred dollars profit, but had the sale developed and progressed as planned it would have been thousands instead of hundreds.

As most of you know the agencies for the Blind in the city of Philadelphia inaugurated this plan for the express purpose of raising funds to aid the Blind. They held their first sale at Christmas 1949 and from all reports it was a marked success, we naturally became interested in trying this method of raising additional funds to aid us in carrying on the work for the Blind in Virginia.

So we secured a blueprint of what is known as the Philadelphia Plan, and followed this plan as closely as possible allowing of course for the difference in the number of trees that we would try to sell in com-

parison with the number of trees sold in Philadelphia the Christmas before. So under the leadership of Mr. Jake Jacobson who was General Chairman and myself as Executive Director, we started in the late fall to set up our organization by securing a group of volunteer workers to aid us in conducting the sale. The forming of various committees was necessary in order that every phase of the program would be going in high gear at the proper time. Arrangements were made for the purchase of 2 car loads or approximately 4,000 Canadian Balsam Fir Trees. The City of Portsmouth graciously volunteered the use of the city stadium as the sale site, transportation was arranged for the moving of the trees furnished by local merchants. We had more publicity than we could possibly use. The sale was preceded and accompanied by an unparalleled publicity campaign led by the newspapers and radio stations, as well as the local television station and other media such as industrial and transportation company bulletins, cards were placed in a large majority of store windows, tickets were placed on sale at several convenient locations well in advance of the sale. Everything was working smoothly, even the Mayor of the city proclaimed publicly the 16th Day of December as Christmas Tree Day for the Blind.

Now for the sad part of the story, I will tell you briefly why we fell short of our goal; first, in order that such a sale can be a success it is necessary that the entire organization consists of volunteer workers. The group of volunteers who had offered their services for conducting the sale did not support us when we needed them most, only a small portion of the required number of workers were on hand at the sale.

Therefore, it became necessary that we hire labor to help do the job. This did of course cut into the profits. Secondly, we made the mistake of purchasing our trees through an agent rather than securing them from a producer, we did not receive the number of trees that we should, both cars were far short of the number of trees that we paid for, and we have as yet not been able to recover any of this shortage from the agent for the simple reason we have not been able to find the agent.

Thirdly, we tried to make this a one day sale which in my opinion was not enough time and the sale was conducted too far in advance of Christmas.

So you see we learned a lot from our first experience, in such an undertaking; but to those of you who are interested in conducting such a sale in your communities I would like to state that I am still very enthusiastic and optimistic about this plan, and I feel it can be done successfully with the proper organization to help you. I say this in all sincerity, because you are not asking for donations, you are selling something to the public that they would be happy to have the opportunity to channel a minor once-a-year expenditure in the direction of a worthy cause such as work for the Blind. With thousands of people purchasing trees for the benefit of the Blind each year they are given a sense of sharing intimately in the work of serving the Blind.

WHERE ARE WE IN TEACHING THE BLIND TO TRAVEL ALONE?

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Frequently, during the solution of a problem, it is valuable to review the areas in which agreement has been reached, the remaining areas of disagreement, and the areas in which knowledge is as yet incomplete. Quite often such a review aids in the solution of a problem in that it points the direction in which future investigation should move. It seems advisable to make such a summary at this time with regard to the teaching of the blind to travel independently.

Let us first discuss the areas in which agreement has already been reached.

1. We are agreed that it is vitally important to the socio-economic adjustment of the blind that they travel independently, especially to and from employment.

*Visually Handicapped.

2. We are agreed that it is possible for a blind person to travel independently. This has been demonstrated over and over again.
3. There is no doubt of the fact that independent travel by the blind is a teachable skill.
4. We are agreed that travel training can be conducted on a group basis—witness the development of adjustment training centers throughout the country.
5. We are agreed concerning many of the less major aspects of travel training. For example, we have accepted as fact the existence of an obstacle awareness, spatial orientation, and sensory cues, etc.
6. Although there is still a lot of disagreement regarding the use of the cane versus the guide dog as a method of travel, I believe most of us agree that there is a place for each of the two methods.

Let us consider the areas in which we still disagree. The first of these concerns the cane itself. We do not agree concerning its length, weight, shape, color, or the material from which it is made. Next, we disagree concerning the use of the cane. Some of us hold that the most effective way to use a cane is to tap it alternately in front of each foot. Others maintain that the most effective manner in which to handle a cane is to hold it at a 45 degree angle across the body, with the tip extended a few inches in front of the foot and slightly above the ground. Still others believe in tapping the cane in a straight line in front of the body. In addition, there are many persons who believe in a combination method. We are in disagreement concerning the length of the training course designed to teach the blind to travel alone. We are also in disagreement concerning whether travel training should be taught alone or in conjunction with other skills designed to meet the demands of daily living. Likewise, we find ourselves, at the present time, unable to agree upon the exact place that the guide dog plays in the independent travel of the blind.

In addition to the areas in which we agree and disagree, there are certain other areas in which knowledge is incomplete. For example, we do not know the influence that basic intelligence has upon the ability of a blind person to learn to travel alone independently.

Likewise, we do not know that part that is played by other physical handicaps, such as partial deafness, tuberculosis, etc. Also we do not know the role played by the age at which loss of vision occurred, the length of time he has been blind, the cause of blindness, his educational level and his previous employment experience.

When we add the areas in which we agree, the areas in which we still disagree and the areas in which knowledge is as yet incomplete, we find a logical conclusion, namely, that it is at the present time not possible for us to write a travel training manual or develop a standardized teaching technique. Yet it is no more unreasonable to expect the development of such standardization than it is to expect standardization in such intangible areas of knowledge of medicine, psychology and biochemistry.

The areas of disagreement and areas in which knowledge is incomplete can, in my opinion, be reduced in several ways.

1. Engage in additional research among those blind persons who do travel effectively.
2. Engage in additional research among students who are being taught to travel alone.
3. Conduct intensive follow-up studies among persons who succeeded in travel training in the adjustment training centers and those persons who failed to learn to travel successfully.
4. Obtain from incoming travel training students a greater variety of basic information that might be collated to provide answers in the areas of incomplete knowledge.
5. Conduct pilot studies in the areas of disagreement and incomplete knowledge in order to verify or set aside different theories.

This paper has not attempted specifically to point to the road ahead. It is hoped that this review of where we are today in teaching the blind to travel alone can be used as a back drop for discussion that will produce progress in the solution of the problem that must be solved.

A REVIEW OF TRAVEL METHODS THEIR ADVANTAGES AND DISADVANTAGES

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General Statement

Throughout the centuries man has been concerned with his physical mobility. He has always endeavored to reduce to a minimum, the physical demands of foot travel and great strides have been made as evidence the automobile, airplane and streamline train.

Consideration has also been given to the problem of foot travel in his own immediate home and public buildings; the elevator, escalator, ramp and stairway have all aided him in reducing the physical effort of movement. Persons restricted by physical disability such as amputees, polio victims and those with loss of motor coordination have been aided by the scientists and mechanics in the development of prosthetic appliances. A great deal of time and money has been spent in developing these appliances to a high degree of efficiency and much time and thought has been given to the training of these persons in the use of such equipment.

Until recently the blind have been given little consideration by the medical doctors, mechanics and professional workers in aiding them to solve one of the greatest problems of blindness, which is the loss of physical mobility. Ask any blind person what he misses most as a result of blindness and invariably his inability to travel at will, with ease, confidence and safety, is very often mentioned.

Down through the ages blind persons have groped their way by whatever means they could themselves devise. Legend has it that a blind man, lost along a stream, located a young sapling tree and from it took a limb which he used as a feeler or probe and thus, faltering made his way back to home and friends. From this beginning and through the years, a branch of a sapling or cumbersome cane was the only device the blind were offered. Recently some thought has been given to the weight, length and material of the cane. The day may soon be approaching when a scientifically constructed cane will be offered to the blind.

* Visually Handicapped.

At the turn of the century, interested persons in Switzerland found that the dog, with his devotion to man, could be entrusted to lead a blind person along a safe path. This method of guiding blind persons has been developed to a high degree of efficiency through breeding animals and training of both dog and master.

During the Second World War, and for some time thereafter, the United States Army Signal Corps was investigating various uses of the photo electric cell and the newer radar principles. Under the direction of Dr. Vannevar Bush several devices to aid the blind in scanning the area in their immediate vicinity were tested. The results have been moderately gratifying and it is hoped that other research foundations will continue this experiment.

We are also indebted to the Army and Navy for perfecting the cane method of travel. They were aided in having assembled at one or two centers many blind persons most of them physically fit young men between the ages of 18 and 26, who had lost their sight in combat or training activities.

When under discussion, various methods of foot travel for the blind will arouse a wide diversity of opinions. It must always be remembered that there is no one sure method which will fulfill the needs of all the blind. It is an individual problem and must be so considered, however there are a few basic principles, such as confidence and safety which apply to all. I would like to review a few of the generally accepted methods of travel, discussing their advantages and disadvantages.

Sighted Guide

When blindness occurs, no matter in what age group or economic level, the first steps attempted are usually guided by a sighted person. Many persons continue to use this method exclusively. The advantages are obvious in that one's personal safety is guarded to a maximum as the prudent guide would not endanger his own well being. Necessary

visual inspection of terrain or items can be done by the sighted guide and information transmitted immediately to the blind person. This method of travel is probably the least frustrating of any yet devised.

The disadvantages are also obvious in that one must always rely upon another to schedule one's travel. Very often a sighted person is not available and the blind individual must then adjust his schedule, many times to his inconvenience. There are many situations where the blind person would prefer being alone and unaccompanied, such as interviews of a confidential nature and the conducting of personal business.

There is also the factor of double expense in such traveling, however, this problem has been solved to some degree by the privilege granted through the use of the "Two For One" passbook on some railroads and buses. It is also rather difficult for the blind individual to always locate a congenial companion, particularly if he must rely upon volunteer services.

Despite the disadvantages of this method of travel you will find that most blind persons prefer it to all others.

Guide Dog

The guide dog method of travel has been developed effectively by its exponents. The greatest advantage of this method is that it allows a blind person to travel at will, and with few limitations, as far and as long as he wishes. The safety factor has been given a great deal of consideration and specialists in this field pride themselves on the infrequency of accidents resulting in physical injury. Through regulations and a well developed program of public relations, guide dogs, when working with their masters, are permitted to enter otherwise restricted areas.

The disadvantages of this method of travel, as reported by blind persons are:

1. The necessary restriction of the dog's use to those individuals who have the physical capacity and stamina to travel.

2. Many guide dog facilities have restricted the use of their dogs to persons who will be gainfully employed.

3. Another disadvantage is that a blind person traveling with a guide dog is more conspicuous and causes a great deal of comment by fellow pedestrians. The lay person often believes that the dog has been trained to read for his master.

The cost involved in feeding, grooming and veterinary care for the animal is quite a sizeable item. Very often a blind person must lower his own standard of living to maintain his guide dog. The problem of exercising and caring for the dog's physical needs is one which, in many instances has restricted the use of a dog by his owner to short trips way from his home. It has been found that blind women prefer this method of travel because it gives them freedom of movment with a degree of safety. Although the animal is not trained to act as a protector, the very presence of the dog has given many women confidence to venture forth alone.

Cane Travel

Another widely used method of travel, especially by the blind child and young adult is through the use of a cane as a probe or feeler. This method has advantages over guide dogs and sighted guides in that it will allow the individual to exercise freedom of choice in the distance and time of travel. When properly instructed in the use of a cane a blind person obtains a maximum of safety and independence.

It must be pointed out however, that not all persons have the physical or emotional capacity to travel by this method. Their motor coordination, physical fitness and hearing discrimination must be developed to a high degree.

During the past few years there has been a great deal of discussion and investigation of the so-called Valley Forge cane technique. The question of the length and weight of the cane are important factors.

There is considerable controversy over the method of handling the cane, whether it should be used consistently as a probe or feeler or whether it should be carried more as a walking stick, as is done by many blind persons. The more conservative instructor will insist upon a newly blind person carrying a cane of sufficient length to probe the terrain one step in advance. When skill is developed, the individual may be allowed to make modifications in this rule to suit his particular needs.

Experience has shown that the cane method develops in an individual a feeling of independence and self sufficiency. When canes are developed scientifically to meet the needs of the blind I predict that this method will become more popular and will open new fields of endeavor in recreational, social and vocational pursuits.

The major disadvantage of this method is that it requires persons with good motor coordination, excellent hearing and emotional stability to develop sufficient confidence in themselves to make maximum use of this mode of travel. I would like to caution that we do not point to the blind street solicitor, with his faltering step and tapping cane, as one who is using this method. In this case the cane and tin cup are used primarily to beat out dimes and quarters from the unsuspecting public.

Many persons have stated that the cane, while useful when traveling from point to point, is cumbersome and awkward to handle when one's destination has been reached. This may be true in many cases, however to the skilled traveler his cane becomes so much a part of him that he does not feel self conscious in carrying it with him at all times. There is hope for those who do experience difficulty with their cane, in the work now being done on a telescoping model which can be disposed of very easily.

Travel Without Aids

There are a number of blind persons who have developed the ability to travel without the aid of cane, dog or sighted guide. The advantage of this method is that the blind person is not encumbered with devices and therefore can exercise a greater degree of independence.

It has also been stated that this method of travel more nearly approaches that of a sighted person. This mode is not used extensively for travel in congested areas but a great many blind do travel without aids within their own home and neighborhood and other familiar places.

The major disadvantage of this method of travel is that there are few blind who have developed the skill required. Another objection is of course the risk involved in sustaining personal injury. There is also a tendency to develop a shuffling-foot habit in unfamiliar territory rather than boldly stepping out as a skilled traveler with a cane would do. To rely upon so-called "facial perception" to locate tricycles, kiddie cars and roller skates on the public streets is almost an impossibility. Another faltering habit is usually developed when approaching a high curb or stair well. Here a cane, when properly used, would identify such objects one step in advance, giving adequate warning.

Generally speaking, this method is possible only by the unusual blind person and is not suitable for a group training.

Mechanical Aids

During the second World War, and for several years thereafter, under the direction of Dr. Vannevar Bush, the Army developed a photo electric cell which would scan the immediate terrain and would indicate to the blind person the height and approximate size of the obstruction. Little specific information upon the workings of this device has been available, however, it is hoped that the Haskins Laboratory of New York City, to whom responsibility for further research was given, will continue their experiments in this line.

The greatest disadvantage of this method of travel is that the information regarding objects scanned by the device must be transmitted to the blind person through his auditory sense in the form of tone beats of varying frequency. The original model developed by the Army was bulky and heavy and difficut to carry.

With the American scientists' and craftsmens' ability it is reasonable to suppose that some day this device will be perfected and then become the major method for guiding the blind.

SOME OF THE IMPORTANT BUT LESS OBVIOUS VALUES OF PHYSICAL ORIENTATION AND FOOT TRAVEL FOR THE BLIND

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Formalized training in foot travel and physical orientation as we know it today did not exist before World War II. However, for centuries, the blind have been traveling with the use of a cane.

As far back as 1870, W. Hanks Levy, in his book *Blindness and the Blind,* suggested for the first time some systematized method of foot travel, and even suggested the type of cane that probably would be most suitable for the majority of the blind in travel. It is interesting to note that, in writing about the cane, he observed that it should be light and not elastic so that correct impressions could be transmitted through the shaft of the cane and to the hand of the user to help him differentiate between the different types of walks on which he was travelling. The handle, he felt, should be somewhat like a hook, and large enough so that it could be grasped firmly, and not easily knocked from the user's hand. He observed further that the cane should be suited to the type of individual using it, and also that it should be a trifle longer than the usual walking stick.

W. Hanks Levy described in some detail a technique for using the cane which is surprisingly similar to the technique which, after almost two generations and after very extensive trial and error in recent years, has been adopted as the standard technique taught in many adjustment and training centers for the blind throughout the country. The technique which he described differed in one important respect from the one now so widely used: it involved the rhythmic movement of the cane so that the tip of the cane touched the ground in front of the forward foot rather than in the reverse position, which experience has proved affords greater safety. Levy's error —and we now have had enough experience to state categorically that it was an error— might have been soon corrected if his technique had been practiced instead of having been allowed to remain for so many decades as untested, armchair conjecture. When we consider how basically sound were the writings of W. Hanks Levy, it is a bit disheartening to realize how little contemporary workers for the blind have contributed to the technique of travelling by use of the cane.[1]

The gratifying success which has been experienced in teaching the blind to travel alone by use of the cane in many adjustment and training centers throughout the country and the increasing acceptance by such centers of the highly effective technique of using the cane which is commonly referred to as the Valley Forge Technique is very largely attributable to the excellent work of Dr. Richard E. Hoover at the Valley Forge General Hospital in training blinded servicemen during the last war to develop sound physical orientation and safe, efficient foot travel ability. Dr. Hoover had the discernment to recognize in the writings of W. Hanks Levy a sound basis upon which to accomplish his objective of providing the blinded servicemen with whom he worked with safe, efficient, physical mobility. He further had the imagination and the industry to build upon and modify this basis until he had established a virtually fool-proof technique, worked out to meet almost every possible contingency of achieving sound physical orientation and ability to travel alone by use of the cane.

The Valley Forge technique has become so standard in our field that it is unnecessary to describe it here or to attest to the many ways in which it is superior to the more or less impromptu, unsystematic, methods of foot travel by use of the cane which have been taught prior to its development. The time that has been allocated for demonstrating the Valley Forge Technique and for answering questions concerning it following the remarks of our panel will afford ample opportunity to introduce it to any here who may not yet be familiar with it and, for us who have been using it, to exchange our experience with it and benefit from the re-

[1] W. Hanks Levy, *Blindness and the Blind.*

finements in its use which may have grown out of this experience.

The importance to a blind person of being able to travel alone is so obvious in its broader aspect that it seldom receives careful definition. Aside from the economy of being able to travel alone and the necessity, generally, of being able to do so to enter employment, let us consider some of the more subtle and highly significant influences upon the rehabilitation of a blind person of independent mobility and the sound physical orientation which is prerequisite to such ability if it is to be effective:

There are four main considerations in teaching the blind to travel in safety which relate to the primary objectives in rehabilitation of helping the individual to achieve the greatest physical, mental, social, vocational, and economic usefulness of which he is capable.

I. Physical Usefulness:

The ability to travel counteracts poor posture and the other signs of degeneration in physical fitness. Sitting constantly may produce weakness in the feet and knees, and being continually in a slouched position may result in kyphosis or scoliosis. The sunken chest and dropped head commonly result from an excessive sitting existence. The training of good habits of physical activity results in sound physical development. Walking will help in strengthening of legs and arches in maintaining a good posture—head up, chest out, chin in.

In instructing a blind person to travel alone, attention must be given to many factors which are incidental to the act of traveling alone but which contribute materially to his social acceptability and which are made easier to achieve once he can experience the feeling of self-reliance and self-respect that grows from his new found independence: Using hands and arms to stress a point; looking attentive by proper use of head and eyes —keeping the eyes open,—dressing with regard to style and color; keeping well groomed, clean shaven and neat; eliminating nail biting, finger fidgeting, rubbing or poking the eyes continually, swaying from side to side, waving the hands in front of the eyes, etc. All of these are essential to effective independent travel and are achieved more easily when the stimulation that is found in independent travel eliminates the boredom and indifference that arise from immobility and dependence.

II. Mental Usefulness:

The development of concreteness as a foundation for thought is important to healthy psychological orientation. The ability to explore the environment by physical contact avoids the necessity of thinking abstractly, thinking without specific foundation for the thought content. Finding out and interpreting for oneself what is in his environment gives one control of his environment and an awareness of his precise relation to it. Thus, in walking down a street, what one can hear or smell, one will recognize and will interpret and the tendency of so many blind persons of living in a virtual vacuum, filled largely by fantasy and unreality, will be avoided.

III. Social Usefulness:

Psychological freedom and independence begin with physical freedom, or the ability to go where, when, and with whom you wish. One's knowledge that, to a great extent, one is independent and not geared irrevocably to the activities and interests of others makes for self-confidence and affords a basis for effective social behavior.

IV. Economic and Vocational Usefulness:

The ability to travel to and from work is generally a first prerequisite to successful employment; and the cost of hiring a guide to accompany one to and from work is generally prohibitive. Effective orientation within one's environment which, as indicated above, can best be accomplished through independent mobility is basic to success in almost any type of employment.

The use of the cane, of course is no substitude for the use of vision. It is a method through which the remaining senses can be brought to maximum usefulness. Auditory localization and interpretation of sounds, for example, constitute a most important means by which the blind are able to orient in their environment, if they enjoy the ability to explore their environment tactfully whenever it is necessary to acquire or confirm concrete

knowledge essential to give correct meaning to sounds. The sounds of moving buses, trucks, shovelling, junkman's bells, and the sounds of countless commonplace activities, if he can interpret them, provide the blind person with the cues to the make-up of the environment he moves in and his position within it. Similarly, the habit of identifying odors with their probable source, through his recollection of what he has learned about them through previous experience can add considerable significance to the blind person's information about his environment. The sense of smell tires easily and, consequently, the blind person who is to use it to advantage must be alert to recognize and use quickly the information that he derives through it.

Much might be said about the use of the tactile sense and the kinesthetic sense in developing an essential foundation for realistic thinking and the importance to the full use of these senses of free and extensive mobility which is made possible through the effective use of the cane. Mobility which is dependent upon the exercise of sense other than one's own—whether they be the senses of another person or the senses of a devoted dog—fails to afford the self-development which is possible only through the free exercise of one's own senses. Mobility, further, which is inhibited by fear of the unknown, a fear which inevitably accompanies the attempt to move in an unfamiliar environment without the protection of the cane cannot afford the healthy, anxiety free state of mind that is so important to the full use of one's perceptive and interpretive capacities. The blind person, unable to detect where his next step may place him in an unfamiliar environment, must have some means of broadening his horizon of physical content and of doing it in a manner that will protect his person from the hazard of uncomfortable or painful collisions and descents. The cane is the most practical instrument for accomplishing this and the use of the cane, like the use of any tool or instrument, can best fulfill its purpose if its user is thoroughly trained in the most effective technique of accomplishing the purpose for which it is intended.

POSSIBLE CONTRIBUTIONS OF THE NATIONAL AGENCY FOR THE BLIND IN THE UNITED STATES

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I am indeed glad that the word "possible" appears in my subject. We might say that "possible" covers all the things that private agencies have done, can do, or ever expect to do in the future.

At this point we should probably stop and analyze the definition of a private agency. After some research I found that some one in the past has said "A private agency is that agency giving to a special group services which cannot be charged against public funds." This definition is broad enough to cover the general private agency. I think you will all agree that we have more than one type of private agency in work for the blind. First, the general over-all agency; secondly, the agency doing one or more specialized types of work.

In the first category we in the United States think of the American Foundation for the Blind. In the second category we might place National Industries for the Blind, The American Printing House for the Blind, the Braille Institute of America, the National Braille Press, the Howe Memorial Press and The Seeing Eye. We shall reverse the order and deal with the second classification first in this discussion.

National Industries for the Blind does a specialized work in the United States—work almost entirely with the procurement service in the Federal government and the many workshops associated in the national picture. A technical research project is maintained by this organization for the purpose of developing more adequate equipment for the workshops. A sales promotion program is a vital part of the services of this specialized national agency.

*Visually Handicapped.

Next, we look at the American Printing House for the Blind. This is a private agency with a semi-governmental function in one field. This agency functions on a national scale rendering services to the blind by publishing books and recorded topics on a contractual basis for the use of the blind of the nation. This agency must also engage in technical research in the printing and recording fields. Looking further into the functions of this agency, we find a semi-governmental function performed by supplying books and equipment to schools for the blind, made possible through an appropriation from the United States Congress.

Next, a quick look to the West at the Braille Institute of America—a national private agency with national status in some phases, and broader local coverage in additional fields.

The National Braille Press in New England, as well as the Howe Memorial Press serves in somewhat the same capacity on a national level, as some of the other specialized agencies.

The Seeing Eye is a specialized national agency to train dog guides. We could go on at length in the discussion of these specialized agencies and their services to the blind of the nation, but I feel that it is a subject that could best be covered by the representatives from the respective agencies who are more familiar with the detailed services.

I will therefore direct our thoughts to the national agency offering an over-all-service. Re-stating the definition of a national private agency—"That agency rendering to a specialized group services not chargeable against public funds". We immediately assume that such an agency must receive operating funds from public contributions and endowments.

An agency of this type can be very flexible in its operation and can usually meet the need as such is manifest. I like to think first, that this type of agency is responsible for research on a broad scale—technical, social, economic, legislative, etc., the results to be used by the public agencies in broadening of statutory services which are to be paid for by Federal and state funds. We must therefore be ready at all times with consultation service for the public agencies. This service provided by the national private agency to the public agency can be on a Federal level, on a State level, or a community level. Due to the national scope of the private agency rendering this consultation service a more unified plan of services to the blind will be developed by all the public agencies across the nation.

Returning again to the thought of research, we, as a private agency are not bound by the statutory limitations governing public agencies, and can therefore experiment, test, and develop technical appliances which will assist the blind of the nation in overcoming their handicaps. This is a field in which there is no limit as to the possibilities.

I seem to be always returning to the one word "research", but I know of no better term to apply to the various services which may be developed through careful study, therefore we will continue to use the word "research" and say that research in education is a very important function of the national private agency. Information developed in this field can be passed on through the consultation service to schools at all levels.

A national private agency can develop and make available to the field a valuable source of information through a library service. It is indeed important that the workers in the field have a source of information of this type.

While the national private agency should never become a lobbying organization it should always be ready to step forward and promote legislation both Federal and State, which would expand services to the blind. The public agency cannot do this; first, because on a Federal level they happen to be a part of the executive branch of the Government and cannot therefore bring pressure to bear upon the legislative branch of the same government. The same limitations will also apply to the State public agency for the blind. The task then remains for the private agency to fill in this gap.

In my opinion the national private agency can definitely be called a co-ordinator of services to the blind; co-ordinating the various activities of the nation by assisting in the planning of conferences, training courses, and even by assisting public agencies in securing personnel, information, and all necessary services.

Last, but not least in importance, it is my opinion that the private agency should always stand ready to see that the blind of the nation receive the maximum services granted to them by Federal and State statutes. We can always act as a friendly "prodder" of the Federal, State and local agencies. This, I believe is a definite responsibiilty given to the private agency by its many friends and supporters.

To sum up, the private agency, "that agency rendering to a special group services which cannot be charged against public funds," should always stand ready to fill in the necessary supplemental services to the blind, as well as to Federal, State, and local agencies.

THE PLACE FOR AND THE VALUES OF THE PRIVATE, STATE-WIDE ORGANIZATION FOR THE BLIND

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In 1948 the Pennsylvania Association for the Blind was asked to present a paper to the general session of the St. Paul Convention of the American Association of Workers for the Blind on "The Nature and Scope of a Voluntary Statewide Agency for the Blind". Again in 1950 at one of the sectional meetings of the Salt Lake Convention we discussed a related topic, "Integration of the Work of the Public and Private Agencies for the Blind". Now we are asked to deal with, "The Place for and the Values of the Private, Statewide Organization for the Blind". The request came from your Chairman of Section F, Mr. A. N. Magill from above the border, a border which many of us wish did not exist at all. We feel very close to our friends from the Dominion of Canada at this time.

It is apparent from these three invitations that you are and have been in the past interested in the Association's set-up per se, and not in the viewpoints of any individual intimately connected with the Association in Pennsylvania. This conclusion is further demonstrated in the following quotation from Mr. Magill's letter to your speaker of the moment:

> "We feel convinced that the experiences your organization has had, operating as it does on a State-wide basis as a private agency, should be of real assistance to those interested in work for the blind throughout the country."

Because my work for the last fifteen years has been so thoroughly a part of the expansion pattern of the Association, it is going to be difficult for me to deal with our current subject in an impersonal manner. Since however the Pennsylvania Association for the Blind is a voluntary, state-wide corporation functioning under a state-wide Board of Trustees and an Executive Committee thereof, and since it is also state-aided, you may assume that all experiences and gains attained during the fifteen-year period have had the approbation of both our own officials and the Commonwealth of Pennsylvania through whose Department of Welfare we have received a public grant for many years. In other words, the Association's policies and determinations have not been hastily drawn, but have stemmed from our pioneer workers, lay and professional, as far back as 1910.

In consulting several heads of private agencies, I have been advised on more than one occasion to be specific, not general, with this rather illusive subject—to bring it to earth without pulling punches. This I shall endeavor to do.

The fear of many that the coming of the Social Security Law in 1935 and the subsequent Barden-LaFollette Law, Public 113, in 1943, meant the doom of the private agency for the blind has proved groundless, because such agencies throughout the country are more numerous and active than ever before. Michael Shortley says: "As State Rehabilitation programs develop, the amount of service purchased from private agencies should be increased."

In an atmosphere of war we are again being told that the physically handicapped,

* Visually Handicapped.

the aged, those previously discriminated against in employment and newly graduated students are coming into their own wherever manpower is required. Even if this need for handicapped workers is to be only temporary, the fact remains that the state-wide, private agency for the blind must take the lead in its own community in placing many of its blind and partially seeing men and women in congenial, gainful employment in industry, business, and wherever opportunities appear. Placement is and always will be an inescapable obligation of the private agency, and the state-wide aspects of this service can only be expanded through the coordinating activities of an administrative unit and its several community outposts.

The Federal authorities also emphasize the importance of the organized shop for the physically handicapped person, including the blind adult, an indispensable adjunct to its rehabilitation program in the field of actual employment of the client. What the parent Association has done in Pennsylvania to introduce these and other services to many new local communities can be done equally well in other states.

Work for the blind is a business, but it should be tempered with a high degree of love of humanity. Realistic treatment of the conditions as we find them is essential to best results. Both attitudes are not only essential in client relationships, but also in interagency dealings. It is the writer's opinion that if we spent as much time and effort endeavoring to bring about a kindly and cooperatively working relationship between our public and voluntary agencies for the blind as we spend in trying to develop close working relations with other welfare agencies in our respective communities, broader, more fruitful results would become apparent immediately, and in the final analysis the client would be the principal gainer. Much good could come of a full evaluation of the situation in Pennsylvania, where closer integration of the work of the two state-wide agencies is needed in the interest of economy and better, broader service. However it should be said that considerable progress in the desired direction has been made recently in our state.

The component parts of the business of blindness and its prevention should be able to vie without rancor. A reasonable amount of healthy competition (between the public and voluntary state-wide agencies) should conduce to a comprehensive and mutually satisfactory result. There is more work to be done than there are combined facilities for the purpose. Why neutralize the obvious results through intolerance? This constitutes a misuse of our stewardship—a most serious offense in any business or profession. There should be no appeasing him who would profit in his business of blindness. By the same token, the beneficiary client should respond promptly and fully to encouragement in opportunity given him by either agency through its professional workers.

The Place *for the Private, State-wide Organization for the Blind*

Many of us are prone to forget that the voluntary or private agency for the blind preceded the entry of the public agency into this field by several years, and that the former's place has been firmly established long since. The private agency should not therefore be blamed for holding tenaciously to its original prerogative as set forth in its charter, but it is too often justifiably open to criticism for not impressing forcefully upon its local population the community's inescapable obligation to its blind and partially seeing neighbors. It was to correct this fault in Pennsylvania that our private agency fanned out over the state from Pittsburgh, beginning in 1913, and established outposts or branches in other densely populated communities, through which to bring to blind Pennsylvanians appropriate services on the local level, under the ultimate auspices of local boards and their respective citizenry. This proven pioneering by the parent Association, which has been accomplished with parental financing, demonstrated the efficacy and permanency of the private agency in our Commonwealth and set a pattern for other communities throughout the nation. Incidentally this pioneering, which began in 1913, shifted to Harrisburg in 1939, when the registered office address of the parent corporation was removed to that capital city. Between 1943 and 1948 the Association established eighteen new branches, bringing the total to thirty-one. It is our intention to cover with

additional branches in the next few years the remaining twenty-four counties, which are among the least populated communities in the Commonwealth. Faith in the tangibles and the intangibles we had to deal with was of course essential.

The *place* for the private agency is to pioneer and explore in new areas yet uncovered with services for the blind and for the prevention of blindness; to establish local outposts for these purposes under full or partial autonomy with respect to the parent agency, and as promptly as possible to develop such services to the extent dictated by local conditions and the local visually handicapped population to be served; to enlist the voluntary and public funds required to do the job adequately locally; to do this job so well that the respect, approbation and full support of the state government's agency for the blind—Council or Commission—will be apparent and its fullest collaboration forthcoming; to share the sponsorship of deserving legislation in both fields of service, prompted by either agency, including that for public funds for the public agency's operation; along with its branches, to serve as a framework upon which to develop the program of the public agency; collectively to stand as a constant deterrent to the extinction of social and economic rights of blind people.

Literally the private, state-wide organization should stand between the public agency and the ultimate clientele, in which relationship the private agency should provide the spearhead attack upon the problems besetting that clientele; should serve as the multi-pronged channel through which all public funds and referrals from the public agency should flow to the ultimate beneficiaries on the local level; should implement all such activities as are denied the public agency for the blind by its limiting legislature or departmental regulations; should supplement financially the inadequacies of the public agency and furnish personal service when and where breakdowns or permanent failures develop.

We agree with Dr. Philip Platt of the New York Association for the Blind that the workshop, recreational and home activities, the social services, the treatment of the problems of the aged blind and placement of the employable blind are all private, state-wide agency collaterals for the rehabilitation center idea which is now becoming popular as a public agency function in several localities in the United States.

The Minneapolis Society's training program for the state agency has obligated it, the private agency, to develop state-wide aspects in its work, particularly in housing for trainees and for the aged blind. Byron Smith of the Minnesota Society for the Blind states currently: "It seems to me that throughout our entire history, the greatest progress in teaming with our fellowmen has resulted from the individual initiative of our citizens, expressed through board membership and volunteer work, in private agencies that cooperate with the public agencies . . . Certainly, among the workshops for the blind, a strong centralized agency could make for more efficient merchandising, and most of all, it would bring into contact many influential citizens of the state, who could work together, promoting suitable legislation, and team their efforts in developing a sound program of services and adequate care for the needs of our visually handicapped friends."

Public education is also peculiarly a function of the private agency, local and statewide. Everyone agrees that education of the public to the capabilities and needs of blind people should be given a position of great importance in our total program.

If the national picture is implied or understood in this writer's assignment by our Chairman, then the state-wide private agency for the blind, its place and value, becomes really significant, because what we have done and are doing in Pennsylvania, with appropriate methods of fund-raising, can be done similarly in many other political subdivisions throughout the country. Here financing is emphasized because it is extremely difficult to break into a new community with typical services without having in advance and well under control a well-devised direct appeal for funds, preferably by mail.

Since the private agency for the blind has a strong pull upon the heart strings as well as the purse strings of the local and statewide populations in any large political subdivision, this agency should be a part of every client situation, irrespective of the fact

that a given operation may have been initiated by the public agency. I am firmly convinced of the correctness of this approach through my abiding faith in the direct mail method of financing private agencies for the blind. If we do nothing to discourage voluntary giving on the local level, adequate money will be forthcoming to supplement the all-too-often inadequate funds emanating from the public treasury, on the state level. For inaugural purposes and for expansion into new areas in a state-wide program, a reasonable degree of central control of the financing by direct mail has been found to be advisable, although ultimate local autonomy is endorsed. This will always be a moot question: How much autonomy should be delegated by the founding or administrative state-wide organization to its branches? In Pennsylvania we delegate virtual autonomy. In Canada the parent retains much of the original control over its outposts.

Circumstances and conditions will vary in the several states, but generally speaking the state-wide private agency will succeed anywhere where there is a sufficiently large total population, an appreciable blind population, and a well-organized plan of financing by voluntary contributions. In the main people will give to work for the blind because of blindness per se, because they have confidence in seeing people identified with the local board of directors, and because of the well-designed organization and its logical approach to the subject being dealt with by the management. A constant flow of many relatively small contributions is satisfactory, since some of these result in sizeable bequests when the contributors pass on, and since they are less subject to minor fluctuations in the economic conditions in the country. These small contributions frequently come from potential clients or their friends or relatives. Stating this another way, our direct mail appeals are the best case-finding media we have knowledge of, especially in the few Pennsylvania counties not yet being served by Association Branches, but directly from our Harrisburg headquarters. We believe heartily in giving value received in the form of services back to those in branchless areas who have given us of their substance, and to their neighbors who may have eye impairments, whether they are contributors or not.

The Values *of the Private, State-wide Organization for the Blind*

Because the state-wide private agency can without contradiction tap the supply line of voluntarily contributed funds for program development, it should assume the leadership in its state and, with these funds, facilitate and implement the formation of ever-increasing outlets for services all over its authorized territory. Red tape in political expediency is short-circuited by the private state-wide agency. It can offer its branches capital funds regularly denied to them by both community chests and state governments, from which sources only maintenance funds are available in limited supply on a reimbursement basis. Such an agency can be a strong lobby for the public agency and can spearhead the entire state-wide program if it has the full cooperation of the public agency. It is a self-regulating organization, unless it is also state-aided, in which case the modest state obligations upon it serve only to apply needed supervision of the uses and methods to which state funds are put. Spearheading by the private agency can be accomplished with minimum state funds plus those obtained from private sources on the state and local levels.

Because of its freedom of action, the private agency is at its best in developing over-all services, including prevention, in new areas, whereas its branches can best administer this service on a decentralized basis.

The Pennsylvania Association for the Blind, a state-wide voluntary agency, does a great deal of direct case work for the Department of Public Assistance on referral, and finds in its replies to its mail appeals for funds many other clients who are served from headquarters office both in rehabilitation and employment, as well as in the remedial eye care field. Through these two important channels of service the Association can and does return to the contributor and his community some of the money voluntarily given to the state-wide work of our organization. These activities not only expand our services, but also build confidence in the minds of our contributors and the

general public in the affected areas, make for better public relations, and will in time, I feel confident, bring our public agency and ourselves closer together.

Provincialism is a forgivable fault in work for the blind. One's views are warped to those of the practices and habits of his own state when speaking to this subject nationally. The local population has an obligation to its blind neighbors and can best discharge this obligation, moral and financial, when inadequacies in funds are made up from the state-wide headquarters of the private agency, which funds in turn are regularly supplemented by a periodic grant from the State Treasury. Local populations give expression to their ambitions to serve their blind neighbors through local branches of the state-wide private agency. These branches are the service reservoirs which attract funds from headquarters, the state and the federal governments. In this streamlining the parent Association can become the ideal implementing influence between the ultimate client and all funds and facilities. Thus the essential contact between the client and the private agency is assured at all times.

Periodic state-wide meetings of the voluntary agency engaging in state-wide work provide an open forum in which exchanges of views and broad aspects of the work are studied and new procedures are proposed by all, including branch staff members. These are opportunities not too often available to the legislatively controlled agency. There are many other reasons why the branches in such a state-wide set-up should cling to their parent and vice versa. There are of course many advantages in having the home or administrative office of the state-wide private agency in the capital city of the state.

In any large densely populated state decentralized services through branches and home office financed in the main on the local level is the most effective plan of approach. It is also the most economical, especially where the terrain is difficult and the distances from headquarters great. I unhesitatingly recommend our type of coverage of large areas for such states as California, Illinois, Indiana, Michigan, Minnesota, Missouri, Ohio and Texas, regardless of the fact that there may be well-developed public agencies in these areas already. Both types of agency are essential to the doing of the job properly and thoroughly.

The private state-wide agency can find a useful place in and become a valuable asset to any nation-wide study of work for the blind by a Federal Commission the like of which is now suggested in H.R.4079. As a matter of fact, it behooves the private agency to be alert to every trend in any such nation-wide survey as may come out of Federal Legislation. Speaking in a broader sense, what is the American Association of Workers for the Blind going to do to keep abreast of any such nation-wide inquiry into our work and how can its member agencies profit thereby?

General

Throughout this entire discussion it should be borne in mind that the parent corporation or administrative headquarters does not receive a single dollar in money support from any of its branches. Neither does it solicit funds or bequests in the authorized territories currently being served by these outposts. On the contrary, headquarters office makes substantial money contributions to them from time to time, according to their needs and financial status.

Would a state-wide private agency for the blind, supported largely by voluntarily contributed funds, be desirable in New Jersey or Connecticut? I believe that even George Meyer and Stetson Ryan would agree that the addition of this type of service would give fuller coverage in their states. It would give in each instance that stronger local urge so essential to general acceptance by the public. The well-organized shop with its related services offers that tangible something in the community which prompts local approbation and frequently tangible expressions of this in the form of sizeable bequests, etc.

The degree of development of the state agency and the relative time of its founding are factors bearing upon the effectiveness and usefulness of the state-wide private agency in any given territory. Both can however work cooperatively if the executive head of each agency gives himself unstintingly and keeps

always in mind the ultimate beneficiary.

The very indispensability of both the public and private state-wide agency in any political subdivision has very recently been emphasized in Pennsylvania as a result of the untimely death of O. E. Day, the late Executive Director or "Chief" of the State Council for the Blind. The scramble of applicants for this vacated position in itself indicates that a great many Pennsylvanians, including some of our own Branch staff workers, have great confidence in the future of our State Council as an essential agency in the total Pennsylvania program. We of the Association also believe in the essentiality of our State Council and similar agencies throughout the country and I am now wondering why in the past we have not heard one or more papers on the subject, "The Place for and the Values of the Public, State-wide Agency in Work for the Blind". Perhaps I have missed one or more such papers in the past at these annual conventions of The American Association of Workers for the Blind. In any event I heartily recommend to its officials that there be presented such a paper at its 1952 convention. Have we not now been surfeited with talks regarding the private, state-wide agency for the blind?

Some years ago a ranking student of work for the blind said, and his words are as true today as they were then: "So broad is the field and so many the opportunities in respect to the work of associations for the blind that it may well be doubted if there are in the world other organizations, considering the numbers involved, which in genuine service are qualified to do more for the happiness and uplift of the human race."

I want at this time heartily to thank our good friends from other private agencies who have contributed invaluably to the composition of this paper. Several others were asked for their views but did not respond to our prompting.

Finally, the place for the state-wide private agency is intimately side by side with the cooperating public agency, in which relationship there exists a friendly, harmonious desire on the part of both to bring to their mutual neighbors the broadest benefits possible under existing circumstances.

THE VALUE AND SCOPE OF A SINGLE, PRIVATE SERVICE ORGANIZATION IN WORK FOR THE BLIND IN CANADA

F. H. FLINN
Superintendent, Maritime Division, The Canadian National Institute for the Blind, Halifax, N. S.

Much has been written and many have been the discussions as to the relative merits of single and multi-service, government and private, national and local agencies in work for the blind. However, despite the apparent implication in the title of this paper, it is not my intention to take sides or even to become involved in this controversy. Rather it is my purpose to reason with you that a single, private agency was the only answer to the problem of serving the blind people of Canada; in other words, that, Canada being what it was—and is—a single, private organization was of necessity the logical means of providing a broad, uniform, well integrated programme of services to the blind of the entire country.

During the early years of this century a number of blind welfare agencies were organized in Canada, but, like the mustard seed in the parable, some vanished almost over night; others prospered for a time, then declined; while only one, The Canadian National Institute for the Blind, grew and flourished and produced good fruit in full measure. Most Canadian pioneers in blind welfare work either ignored or failed to grasp two all important truths: first, that, whether they liked it or not, geography, population and finance are fundamental factors in organizing welfare work and, second, that these factors, taken together, clearly indicated that a permanent service programme could be implemented successfully only through a national, private agency.

Why was this so?

Let us consider the geography of Canada and her population and financial condition during those early years. Canada is a land of vast distances and varied terrain. It ex-

tends from the Atlantic to the Pacific and north from the Canadian-American border to the Arctic wastes. It has an area of 3,700,000 square miles, which means that it could contain eighty states as large as New York State. Probably many of you are thinking that its very immensity is an argument against a single national organization—that, spread over such an expanse of territory it would be unwieldy and ineffective in carrying out an adequate service programme. Such might be the case if geography were the only, or the principal consideration but we must also take into account population and finance, which alter the picture completely.

In 1918, when The Canadian National Institute for the Blind received its Charter, the population of Canada was only 8,800,000, or approximately that of greater New York City. The bulk of this population occupied a narrow belt of land 3,500 miles long stretching from coast to coast and lying just north of the boundary with the United States. The remainder of the population was scattered very thinly throughout the central and northern parts of the country. Even today, with a population of almost 15,000,000, the situation remains substantially unchanged.

This sparsity of population, in relation to the size of the country, placed very definite limitations on the amount and accessibility of funds available for welfare work and ruled out the possibility of the permanent, successful operation of a number of blind welfare agencies—even if there were no overlapping or duplication. In short, under the conditions existing in Canada, only a single private agency with a well trained, efficient staff and a large body of interested, active volunteer workers, could carry out a broad, uniform programme that would insure maximum benefits to the blind people of Canada, whether they live in the urban centres or in the remotest rural sections.

Now let us try to assess the value and scope of this organization—The Canadian National Institute for the Blind—in work for the blind in Canada. These terms cannot be discussed separately, as the value of a welfare organization is in direct ratio—among other things—to its scope—that is, to the services rendered and the persons served.

Since the Institute is the only agency to which they can look, it must be the all-service organization to all blind Canadians and the degree to which it approaches this objective determines its value in their eyes. This means that the Institute must provide all the practical, proven services to each and every blind person—not merely according to his location or his means, but according to his need and his capacity to avail himself of its services.

Over the years, the Institute has been continually expanding its programme—incorporating and adapting services which have proven successful in other countries and developing new ones, where necessary, so that today this programme covers: registration, case work, home teaching, library service, salesroom service, employment, recreation, concessions, residential care, rehabilitation, research, the promotion of legislation for the blind and the prevention of blindness.

In order to insure a uniform service programme, the Institute has evolved a standard organizational set-up across the country.

It is not my intention to go into the set-up of our agency in this paper, as Mr. A. V. Weir, our General Manager, has already described the structure of the Institute in some detail in the paper which he gave at the twenty-third convention of this Association, held in Boston in 1949. However, I do want to draw to your attention several features which I feel add greatly to the value of our agency since they raised the quality and increased the scope of its service programme. These are: first, the existence of a single complete register of all blind Canadians; second, the provision of training courses for field secretaries, employment officers and home teachers from all parts of the country; and third, assistance to a Division or District, which is experiencing temporary difficulties and which would otherwise be obliged to curtail its service programme. This assistance includes: the services of National Office staff in a consulting or advisory capacity; the supplying of trained personnel, where needed; and financial help in the form of loans to tide over during a slump in income or a period of unusual expenditures.

As I have already mentioned, if the blind people of Canada cannot get the services they require from The Canadian National

Institute for the Blind, there is no other quarter to which they can turn. Therefore, it would not be sufficient merely to make services available in a few of the larger cities across the country but they must literally be brought right to the very doors of each and every blind person in the Dominion. In this connection, the high percentage of coverage we have been able to attain can be attributed in large measure to two developments. The first, is our field service programme, under which each Division has been divided into districts according to case load, area, etc.; each district is in charge of a field secretary, who is himself blind and part of whose duties it is to contact all his clients regularly, to acquaint them with Institute services and to see that the services requested are forthcoming. The second factor is our volunteer workers. At present, there is a network of more than 3,000 volunteers—both sighted and blind—who are giving invaluable assistance in promoting this coverage in co-operation with our field men, especially in the more remote sections of Canada.

A new force tending to increase the value and scope of the Institute has made its appearance in the last few years with the formation of The Canadian Council of the Blind, a national organization which is broadly representative of blind Canadians through their local clubs in all parts of the country. The C. C. B. as it is called, co-operates with the Institute in the promotion of the general welfare and the social and recreational life of the blind, thereby enabling the Institute to keep in even closer touch with their needs and aspirations, as well as, being an incentive to the Institute to be continually striving to improve and extend its service programme. However, in the final analysis, the deciding factor in the proper functioning of any organization is the human element—the caliber, training, interest, sincerity and efficiency of those persons responsible for its operation and we feel that our organization has the personnel, both staff and volunteer, to insure that blind Canadians are receiving and will continue to receive service of the highest quality and broadest scope.

THE CONTRIBUTIONS WHICH ORGANIZED BLIND PEOPLE MAKE TO WORK FOR THE BLIND IN CANADA

SADIE BROOKS BENDING
President, Canadian Council of the Blind, London, Ontario

The Canadian National Institute for the Blind has done a wonderful job. The contribution it is making to helping the blind in Canada is a worthy one indeed. We are extremely fortunate in having such an organization to carry out a broad service and rehabilitation program. All Canadians, blind and sighted, are proud of the Institute. And they know that when the Institute speaks, it is Canada's service organization speaking in behalf of the blind.

But for long the sightless citizens of Canada felt the need for a voice of their own, a voice that would enable them to speak for themselves. They felt a lack that could not be filled by a single private service organization. They felt there was a gap between the services provided by the Institute, however valuable and helpful they were, and the deep need of the blind for an opportunity to express themselves, to take a more active part in their own affairs, to contribute more to their own welfare, to further the advance of their cause, to achieve greater understanding for and among themselves, to develop their talents for work and leadership, to help provide the facilities for their recreation and self-improvement. In short, the blind people of Canada felt the vital need for a much greater part in the moulding of their own lives and the shaping of their own futures.

To help fulfill these needs, clubs for blind people were formed in different parts of Canada. Then, in October 1943, the representatives of six of these clubs got together and discussed the possibility and advantages of forming a central council of clubs for the blind. They believed that by organizing on a nation-wide scale, the efforts of individuals and clubs could be coordinated; a more ef-

fective program of social, cultural and recreational rehabilitation could be planned and carried out; and blind people would find in a council of clubs the strength that comes through unity and commonness of purpose.

Thus, out of these deliberations, the Canadian Council of the Blind was formally organized in February 1944. Starting with seven clubs that were in existence prior to its establishment, the Council has grown through these years to the point where it now includes 36 clubs which stretch from St. Johns, Newfoundland, to Victoria, British Columbia. Each of these clubs retains its autonomy but subscribes to the constitution and by-laws of the Council.

I shall not bore you with facts and figures on the executive organization of the Council, the way in which it is administered, or the title and function of every official. That is pretty dreary stuff and would be of little, if any, interest. What I would much rather talk about are the aims of the Council and how those aims are achieved.

The first of these aims is to promote the well-being of the blind through higher education, profitable employment and social association. The Council's second aim is to create a closer relationship between blind and sighted friends. Thirdly, the Council aims to promote measures for the conservation of sight and the prevention of blindness.

These, we believe, are worthy aims, and aims of which we may be proud. But a statement of aims, however lofty, is really nothing more than words. And words, in themselves, have no significance. The only thing that gives meaning to aims is the manner in which they are achieved and the good that comes of carrying them out. We in the Canadian Council of the Blind would prefer to be judged by deeds, not words.

I hope you will not think me lacking in modesty if I say that the magnitude of our deeds has matched the loftiness of our aims. But having said this, I would hasten to add that the officers of the Council, from the president down, claim very little credit for the achievement of these aims.

The credit really belongs to the clubs, which are the core and substance of the Canadian Council of the Blind. Without them there would be no Council, and without their accomplishments the aims of the Council would be hollow and meaningless. For it is the clubs that enable the blind to speak for themselves, that educate the blind to do more for themselves, that lend a hand to the blind and guide them through that period of readjustment which only the sightless can understand.

It is the clubs which are helping the blind to minimize their handicap and stop feeling sorry for themselves. It is the clubs which are giving blind people the sense of security, loyalty, pride and responsibility which stem from the sense of "belonging." It is the clubs which provide the opportunity for the blind to mingle with the blind, and thus bridge the chasm of isolation. This victory over loneliness and the feeling of "not belonging" is almost invariably followed by an interest in, a desire for, and an eagerness to participate in the many club activities.

Seeing this happen is like seeing a flower which has long been stunted in growth, brought into the fresh air and sunshine and blossoming in all its glory. It stands erect, head high, conscious of strength and purpose in life, knowing it has a useful place in the world even if this be only to inspire others with its beauty and grace.

To the blind who have gone through this process of rebirth come contentment, happiness, gratitude, consideration and thoughtfulness for others, strength, courage and abiding peace. This, dear friends, is being achieved every day through the mingling of blind people in the clubs of the Council, and through the social, cultural and recreational activities conducted by these clubs.

I am going to speak briefly about five major achievements of the Canadian Council of the Blind, and after that about a few of the many accomplishments of the clubs. In view of what I said earlier, however, such a distinction cannot really be made. So close are the bonds between Council and clubs that a line cannot be drawn between them.

The initial major effort of the Council was the launching of Canada's first White Cane Week in 1946. The Canadian National Institute for the Blind accepted our invitation to co-sponsor this project, and we are now preparing for the sixth annual White Cane Week to be held in February, 1952.

White Cane Week in Canada is not an appeal for money. At the time we accepted the Institute's offer of financial support, the Council agreed not to solicit funds although we did retain the right to accept donations and contributions. So the raising of money is not the purpose of White Cane Week. Rather, it has as its objective increasing recognition of the white cane as the symbol of blindness. It is an endeavor to educate the public regarding the capabilities and problems of the blind, the need for better legislation in behalf of the blind, the promotion of measures for the safety of blind persons, the ways in which business and industry can contribute to the rehabilitation of the blind. In fact, through these years we have covered during White Cane Week almost the entire range of things that affect or concern the blind.

In the matter of legislation we also feel that much good has been accomplished by the Council. Through our approaches to government, made jointly with the Institute, many concessions have been gained for the sightless people of Canada. The age at which a blind person may apply for a pension has been reduced from 40 to 21. Twice the pension has been increased as well as the ceiling on permissable income. Neither of these is adequate for present-day living, however; so we are currently pressing for further legislation to alleviate this situation.

The Canadian Council of the Blind is also taking an active interest in the education of Canada's blind children. With the consent and cooperation of provincial officials and school superintendents, a survey of schools for the blind has just been completed by Dr. Berthold Lowenfeld of California. This undertaking was unique in Canada—allowing an outside organization to bring an outsider into the country to make a survey of its schools. We are most hopeful that the criticisms and recommendations made by Dr. Lowenfeld will go a long way towards improving educational facilities for our blind children.

The fourth major achievement of the Council is the initiation of summer camps for the blind. In this, as in so many other projects, we received the support and cooperation of the Canadian National Institute for the Blind. Four years ago they accepted the idea and provided the first ten-day camp period. Since then, these camps have become so popular and have proved of such benefit to the blind that two camp periods are now conducted each summer.

Finally, the Council has provided the blind with a medium for self-expression in its official publication, *The CCB Outlook*. This journal also keeps the blind informed on matters of interest and concern to them. Moreover, it enables clubs to keep in touch with what other clubs in the Council are doing. We feel that the *Outlook* is a worthwhile accomplishment in the fields of education, publicity and information.

These do not comprise, by any means, all of the Council's achievements. They are, as I said, but five of the major ones. As for the accomplishments of the clubs, they are really so numerous that in the short time I have left to speak I can do no more than scratch the surface. If some of my references to club activities are not clear, I will be glad to elaborate on them during the discussion period later.

It is hard to know where to start. But since I shall make no attempt to list these activities in their order of importance—all of them are of equal importance, really—I shall mention them as they come to mind. There are recreational activities, for instance. Bowling has become a nation-wide competitive pastime for blind people. Golf is fast gaining popularity. Cribbage tournaments are on the increase. Dramatics and swimming are very popular.

Then, there are the social and cultural activities. Public speaking classes are conducted by some clubs and inter-club competition is arranged. The same is true of Braille reading. Beauty counseling is furnished by several clubs and dancing lessons are provided. There are six or more blind choirs which are doing splendid work in various parts of Canada. One of the latest ventures to be undertaken is a "cooking without looking" class. I am happy to inform you that no reports of ptomaine poisoning have yet been brought to our attention!

A few clubs are encouraging thrift and providing financial help to members through their own credit unions. Others are raising

funds for the blind overseas by putting on minstrels and concerts in which most of the performers are blind. In Quebec, one of the clubs is conducting French and English classes designed to promote unity and harmony among the blind people in that great province. Instruction in first aid is given at some clubs so that the blind will be better able to care for themselves in case of accident. At others, parliamentary procedures are taught so that club members may participate more effectively in forums, committees and other types of formal meetings.

A scholarship in a school for the blind has been established by four of the clubs. Practically all of them provide recreation for all age groups and entertainment for other handicapped persons. Demonstrations, fireside chats and other types of talks are given by members of the clubs. They visit the sick and render countless other services. High in importance among these is the assistance club members are giving in the Scotch Light Survey which the Council is now conducting. This survey is designed to test the effectiveness of using light-reflecting tape on canes so that blind people may walk with greater safety at night.

This partial list of club activities should not be brought to a close without some mention of the strides that are being made in the development of leadership. This applies not only to the relative few who will assume such roles in club affairs. It applies to all members because it is a significant part of the rehabilitation program. It teaches the exercise of control, the power of persuasion, the effective approach to problem solving, the need for tact and diplomacy in dealing with difficult situations. Instruction and practice in leadership develops confidence in the blind. It gives them poise and self-assurance. It quickens and sharpens their thinking. It brings out their hidden talents and latent abilities. It gives them what they so desperately need—a sense of their own importance.

There is no need for me to tell this audience how much these activities mean to the blind people of my country. Nor is there need for me to speak of the good that has come from them. Those among you who are sightless know as well as I what they mean. Those among you who have vision can well imagine how great is that good. But were there such need, I would simply repeat what I said a moment ago in speaking of the results of our leadership program. For those very same words could be used to describe the benefits which the blind have derived from all the activities and accomplishments of the 36 clubs which comprise the Canadian Council of the Blind.

I would like to conclude by reading the watchword adopted in 1947 by the Canadian Council of the Blind. It is from the Book of Isaiah.

"And I will bring the blind by a way that they knew not;
I will lead them in paths that they have not known;
I will make darkness light before them, and crooked things straight.
These things will I do unto them, and not forsake them."

We, the blind of Canada, are grateful to God that each day, each month, each year this promise is being fulfilled. And we, the Canadian Council of the Blind, are grateful to God for the privilege of helping the sightless of Canada lead fuller, richer, happier lives.

SPECIAL RECORDING FOR STUDENT AND PROFESSIONAL NEEDS

MILDRED C. SKINNER
Librarian for the Blind, New York Public Library, New York, N. Y.

To become an authority on any subject, I used to think, took years. Recently, I discovered that there is another way. It is to be put in a situation where you have to take hold of a program, where people turn to you for help and there is no one to whom you can turn. In such a situation, you do the best you can and suddenly find you are the accepted source of information and advice. I never set out to be the authority on special recording. There were times I would gladly have dumped the whole program in some one else's lap.

I tried to do just that, back in 1948, when

I hoped that the Library of Congress might act as a central clearing house for copyrights, student's requests and general standards for the recording. When that did not come to be, I hoped that the American Foundation for the Blind might take hold of the program. Later still, I went at it in another way, about which I will tell you.

But, first, let's go into the history and significance of this special recording for student and professional needs. In 1945 and 1946, veterans had completed their hospitalization and rehabilitation and were going back to college in large numbers. They were impatient young men, you remember, who felt their lives had been interrupted far too long by the war. Many of the blinded veterans had begun to learn Braille but they were so eager to cover a lot of ground in a short time that they sought some quicker way to study.

Librarians and volunteers who were working with these anxious young men wanted to help. A good deal of thought was put into solving the problems. Late in 1946, Philadelphia and New York workers came up with the same answer, independently and close enough to being the same time so that I may say simultaneously. Mrs. Walter Price, Volunteers Service for the Blind, in Philadelphia, and Mrs. Alison Alessios, Library for the Blind, in New York, were the pioneers. Still earlier than this, starting in 1943, the New Jersey State Commission for the Blind had pioneered in a little different type of recording: it was done to help high school students, and the texts were recorded on large discs.

The recording of complete text-books undertaken by Philadelphia and New York was started on the college level. It was later extended to help professional men and women. It was done on light, inexpensive plastic discs, mainly on the SoundScriber. This was found to be the most satisfactory machine, for durability, and because the discs were useful to veterans, who had been given the SoundScriber machine by the Veterans Administration, and (as the program developed) because the discs could be played on many government Talking Book machines. Philadelphia found that some veterans in areas they were serving had been given Audographs, so they do some recording on this machine, as well as the SoundScriber. All recording is done on specific request.

From this point on, I will describe the program as it developed in New York, but do not lose sight of the fact that similar projects were being carried on in Philadelphia, New Jersey, and later in other states. Since there has never been any central clearing house, I may not be aware of all the centers where recording is being done. I do know it is being done in Perkins (I helped get it started there), in Connecticut (the State Board of Education for the Blind set up a unit clearing through us), in Cleveland, Chicago, Washington (the University in Seattle), Rollins College (Florida), and now St. Louis has begun a program.

When I took over the program at the Library for the Blind in New York, in May 1948, it was only a little over a year old. Letters were pouring in from all parts of the country. The letters were uncertainly phrased: "I hear you have a textbook transcribing service. Would it be possible for me to have a book recorded? Will the discs play on my present equipment? How may I be included in your program?"

At that time, the Library owned only three machines and had the occasional use of one or two more. Interest in the program was growing and every bit of publicity brought in new volunteers and some money. But it took a long time to accumulate the money to buy a recording machine costing almost $350. Some of the gift money had to go toward buying discs. We supposedly charged the students for their discs, but often they expected to collect from VRS and could not.

At any rate, we were handicapped by lack of funds until the summer of 1949, when the McCanns raised money for us on their morning radio program. This money bought a number of machines and enabled us to build studio recording rooms in a branch of The New York Public Library where there was more space and quiet than in our own branch. It was the spring of 1949 that The New York Public Library Women's Council began to sponsor a recording group. This became our largest and most active group. We also had working for us a group in the New York chapter of the American Red Cross, a group of women in the Society for Ethical Culture, and individuals working in

their own homes. Some of these people bought machines in order to work for us; some volunteers were allowed to use business office machines. Later, the Red Cross was forced to discontinue its recording and presented its machines to the New York Guild for the Jewish Blind. I have already mentioned the group working under the Connecticut State Board of Education for the Blind.

To date, the New York file lists over 600 books. I have been unable to get Philadelphia statistics. New Jersey, which has ten recording groups working for it, lists 227 titles (68 of which are pamphlets). New Jersey is serving 56 elementary, high school, college and graduate students. New York is serving in the neighborhood of 150 students and professional people each year. We have recorded books for students in over 80 colleges and universities all over the country.

All books are done on specific request. But the books are used over and over again. They often have a waiting list, and in some cases we have made copies. One of the assets of discs is that they need not be kept together as a whole book. Therefore, volunteers may send out five discs at a time and keep ahead of a student's assignments. Also, arrangements may be made so that more than one student may use the same book during the same term. We did this, for instance, with Gray's *Psychology:* discs were mailed in sections to a boy in California, he read them, and mailed them on to a girl in Virginia. This same Virginia student had a Monday current events class for which we recorded the New York *Times* "News of the Week" (a regular Sunday feature). She used the discs and then mailed them on to Denver to a man for whom we had originally been making these records.

Another asset of the discs is their small size. They are often smaller than the print copy of a book. Compared to bulky Braille or weighty Talking Book records, they are wonderful.

To the students, the great advantage is that special recording makes available material they need quickly. It means far less dependence on personal reading. Readers often charge as much as $1 an hour. The discs cost 24¢ an hour, and they may be played over and over for review. A reader may not wish to read at ten o'clock at night but the discs are there to be used at any hour at the convenience of the student. Special recording makes it possible for sightless students to hit more than the high spots, to do all of their supplementary reading. It makes its possible for blind students to be on equal terms with sighted boys and girls.

What kind of books have we done? Every kind: French, Spanish, chemistry, mathematics, as well as literature, history, sociology, and lots of psychology. Last month we completed the recording of the first draft of a philosophy book. The Sara Lawrence professor who is writing the book wants to be able to go over and over it for revision. Chiropractic students have found the recordings extremely helpful. We have seen one boy through law school; he is ready for his bar exams in July. Practicing attorneys have used the recording service, also. Another group which find the discs valuable is insurance men. A young woman doctor recorded *Surgery of the Hand* to the great satisfaction of a doctor in the Oregon State Accident Bureau.

We recorded some elementary French for one freshman girl who not only learned her French but made a barter: other students listened to the French discs and in return gave Dorothy some reading time.

There are a number of ham radio operators and we have done several radio books for them. We are hoping to undertake the recording of the monthly publication *Electronics.* We record *Consumer Reports* monthly, and recently did some articles from *Fortune.*

The possibilities of this special recording are just beginning to be known. More and more centers are being organized, and there is some hope that the central clearing house we have long needed will soon be established.

I would like to tell you something of the developments which led to the granting of $75,000 by the Ford Foundation for promoting special recording all over the country. Last fall, I was asked to be the chairman of a committee to set standards and to help establish special recording centers all over the country. The committee was made up of representatives of the volunteers who do this type of recording, representatives of the

students and veterans who have used it most, a representative of the American Foundation for the Blind, two people having excellent technical knowledge, one person with a wide knowledge of vocational needs of the blind all over the country. It took several three-hour sessions for our committee to put its objectives on paper. Mr. Gunther and Mr. Patterson attended one of these meetings and indicated that the Library of Congress would cooperate with the committee. We decided to seek funds in order to have a paid office staff. We wanted to set up a central clearing house where requests would come in and books be assigned for recording. We felt it important to have a field worker who could help establish new recording groups. It was thought that the program might be advanced for three years and then the Library of Congress might take it over.

We were just on the point of approaching the Ford Foundation for funds when we suddenly learned that a grant had been made, by the Ford Foundation, to do exactly what we had planned, but *not* to our committee. The grant was made to a newly set-up group. How this happened is a long and complicated story, and I will not go into the details. But I do want you to know that the grant, $25,000 a year for three years, was announced on May 21.

My committee feels that it did accomplish what it set out to do: an organization is established to promote the use of special recording and act as a central clearing house for requests. It seems unfortunate that the new committee is not made up of the people most experienced in the field, but it is to be hoped that the committee will hire some one who *is* experienced and capable. Those of us who have worked for a long time with all of this are watching anxiously. We want to cooperate because we want to see the $75,000 spent wisely and for the benefit of blind people everywhere.

Exactly how the new committee will proceed, I do not know. I am sure by fall you will hear more about it.

Let me close by quoting from the students we have helped. I want to read to you just a few bits from many, many letters of appreciation. This will give you a better idea than any words of mine how much special recording has meant to some of the people who have used it.

A girl wrote from the state of Washington: "Your letter arrived today and I'm so happy to know that you have begun recording my textbooks. You people are doing such a fine thing! . . . I'll never be able to thank you enough for what you've done."

A New York state law student wrote: "I am steadily receiving records on Contracts, Torts, and Constitutional Law. If I didn't have these recorded for me, I think that I would have gotten lost a long time ago. Thank you and the readers very much."

More than one student mentioned that the recordings made for improved grades. "It may interest you to know that my grade index jumped an entire point this semester. I feel that the recordings are directly responsible and as you probably know grades to a student are much like wages to a workman. I can't thank you enough."

Another, a boy, wrote: "I finished my first semester's work and I should like you to know that I sincerely believe that the recording that your people did for me has probably made one letter's difference in my final marks. For final marks I received A's in English and Spanish, and B's in History, Political Science and Sociology. Without the aid of your terrific recordings I am sure that at least two of these marks would have been lower than what they are. When you have an opportunity will you please pass on to the readers who have worked on my books my thanks and appreciation for a job well done."

A boy comments: "This was the first time in my three years at college that I have been able to review textbook material at my leisure. It paid off too, I got the only A in the class." This same boy later wrote: "I'm enclosing a clipping from the Denver Post, which indicates that I finally got my M.A. degree, what with the help of a lot of wonderful people, which includes you too. The records you've sent have been a real help. And I'm not through with you yet."

One of the most recent letters came from a girl who is just graduated. "This time I am not writing in a business capacity or because I need something. I simply wanted to write you before I graduate to tell you how very much help you and your staff have been to

me during my undergraduate days. The work you people are doing in SoundScribing books for students is truly a worthwhile project and of course I am speaking from personal experience. I certainly hope that the books you recorded for me will be of some help to other students and if no one ever uses them again they meant enough to me to make the recording worthwhile."

WORLD BRAILLE

MARJORIE S. HOOPER

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In presenting a discussion of World Braille to a professional group such as this, whose members are all well-acquainted with and vitally interested in the use of the Braille system, it seems to me that there are three fundamental questions to be answered:

1. What is World Braille?
2. Where does UNESCO fit into the picture? And,
3. What should be our relationship as Americans to the whole problem of internationalizing Braille?

To answer the first question briefly, World Braille consists of an orderly assignment of the 63 possible Braille signs in such a manner that the same Braille character is used in all languages to represent, in so far as possible, the same letter of the alphabet or the same sound of human speech. Since the languages of the world neither all employ the same sounds of human speech, nor all have the same number of letters to represent their alphabets, such an arrangement would seem to be impossible except on a strictly phonetic basis. On the other hand, phonetic representation of speech sounds is extremely technical and cumbersome, and few individuals would be interested in, or even able, to use a phonetic script for everyday writing and reading, be these individuals blind or sighted. The adaptation of Braille to the writing of any language must, therefore, be based on the principle of supplying a Braille sign for every letter or character used in the ordinary ink-print script of the language in question.

Theoretically, there are three possible methods of adapting Braille to the representation of any language:

1. To arbitrarily superimpose the order of the Braille Roman alphabet to the script in question, by assigning Braille's original first ten signs to the first ten letters of any other alphabet, the next ten Braille letters to the next ten letters of the particular alphabet, and so on, until the entire 7-line chart has been made use of in order.

2. To rearrange the symbols of the Braille system so that in each language the most commonly appearing letters would be assigned the Braille characters containing the fewest dots, as was done in our own old American Braille.

3. To follow the method whereby, in *all* languages, the same signs, in so far as possible, would be used for the same or nearly the same sound or letters as in original Braille, without regard to the particular alphabetical order or frequency of use.

In considering the practicability of the three methods, the first may be discarded because it not only does not permit the linking of all scripts to a common base, but even in linguistically related languages, such as the Perso-Arabic, letters or sounds which are common to the entire language group might not be given the same Braille sign in each individual language because the various ink-print alphabets of the group do not follow the same serial order, e.g. Arabic has some 28 letters, Persian 32, and Urdu 59. Added to this, there are situations such as that of the Urdu language, which, under its names of "Urdu," "Hindu," and "Hindustani," is the third most spoken language of the world, but in the case of those speakers of it who are Moslem by faith it is written in Arabic script, while those who are Hindu write it in the Devanagari Sanskrit script, two unlike scripts having widely divergent alphabets.

The second method is equally confusing, for by applying this principle several languages which in themselves enjoy a common ink-print alphabet—our own Roman alpha-

bet, for instance—would soon have no common Braille alphabets, because each language employs a varying frequency of use of the individual letters, such as the difference which appears between say English and Czech, or German and French.

There are, also, the problems of large sections of the world's populations which of necessity are bilingual or trilingual, speakers and users of two, three, and even more languages every day. This point may not seem important to us who are probably not conversant with more than one or two additional languages, all of which are probably written in our own Roman alphabet, but how confusing it could be to a person, limited in his script to the 63 possible Braille symbols, to have to constantly change his recognition of these signs with each different language he wrote or read in his everyday activities!

For these reasons, it would seem that the most practical method of adapting Braille to all languages would be to employ the principle of using the same Braille character to represent the same ink-print letter or sound value wherever found, thus providing certain common denominators to the writing of all languages. It would further seem wise to adopt as the base alphabet that of the original French Braille. Not only are 95 per cent of the world's stocks of Braille literature published in Brailles using the Roman alphabet, but also almost the sole source of reading materials for the whole world, including Asia and Africa, has until now been the free Braille magazines and books published in Britain and the United States. Further, English is usually the language of higher academic study in most parts of the world and is the chief European language employed in commerce and other international transactions.

In applying World Braille to the devising of any Braille script, certain principles are fundamental:

1. As stated previously, each sign shall be used, in so far as circumstances permit, for the same or nearly the same sound as in original Braille, shall represent the same letter or shall fulfill the same or a similar function.

2. Except where the complexities of ideographic scripts make it impossible (such as Chinese, Japanese, etc., which are picture languages), a Braille symbol shall be provided for each visual letter.

3. The spoken sound value of each Braille symbol provided shall be identical with that of the visual letter of the alphabet of the particular language it represents.

Simply speaking, this means that a Braille character will be provided for every letter or sound of any given alphabet, that those sounds or letters which are common throughout the world's speech will always be represented by the same Braille characters (with proper provision for the additional letters and sound values found in particular languages), and that these commonly used letters or symbols will be those of original French Braille, with the further provision that they will retain the pronunciation and names of the language being written rather than those of the original Braille.

And now, how did World Braille come into being? The history of the adaptation of embossed writing to all languages has always been fundamentally the same. Originally, someone would discover that raised letters or figures could be recognized by the sense of touch with sufficient accuracy to make possible an embossed alphabet. Usually, the original ink-print script was used, although it might be difficult of recognition and did not permit of writing except by the use of cast type and never by hand. Then Braille invented his dot system in the late 1820's which had two fundamental advantages: By the simple device of a slate and stylus it could be written by hand, and because it was formed of dots rather than lines, it could be more quickly read with the fingers. (The reason dots are superior to raised lines is because what the finger feels most readily is the stoppage of a line, and dots are "all stops.") The fact that Braille also permits the use of interpoint printing, thereby cutting the bulk of our Braille books in half, although not recognized in the beginning, adds much to its practicability.

The history of the adoption of our present Braille system in the United States is as good an outline as can be found of its evolution

everywhere. First we had Boston line letter—raised ink-print characters about a quarter of an inch in width. Then Braille found its way to this country and was employed in a few scattered schools, and the battle of the types began. Someone felt that it would be wise to rearrange the 63 Braille symbols so that the most frequently used letters of English, such as *a, e, i, o, u, t, s,* etc., should be given the Braille symbols with the fewest dots, based on the premise that this would reduce the burden of writing with a slate, speed up reading, and possibly reduce the total bulk. Mr. Waite turned the Braille cell on its side, cutting the up-and-down part to two dots, but making many of his letters, particularly capitals and contractions, four dots long. This system, it was felt by many, had merit because it more nearly met the recognition span of the fingertip by not requiring any up-and-down movement of the finger to determine location within the cell, used a smaller overall cell itself, and, although some of the letters were long, the forward motion in reading would make them easily recognized. At any rate, the United States soon found itself with at least four embossed types in official use in various parts of the country—Boston line letter, American Braille, English Braille (our present alphabet), and New York point—with the result that the blind had no common system of writing, and institutions like the Printing House were forced to dissipate their publishing funds by duplicating most of their materials in all four types. It was not until 1918, more than 85 years after the first schools for the blind were established in this country, that we achieved a common system in Revised Braille Grade 1½, and it took still another 14 years to align our system completely with the rest of the English-speaking world! Such was the history of the first 100 years of the education of the blind in this country.

When Braille was taken to the far corners of the world, the same old evil of varying adaptations occurred again. Usually devised by missionaries and others who had scant knowledge of the history of Braille and no contact with one another, a multitude of individual adaptations of Braille would spring up for any particular language. In the case of India, as many as eight different systems have been in official use in various institutions, with the result that probably not more than a half dozen books have ever been embossed in all eight, although their own type battles, no less fierce and no less biased than were our own, have been going on for at least fifty years. India's blind welfare problem is a herculean one and is centuries old. Her blind population numbers more than two million and the traditional welfare system has always been embodied in religious sanctions, resulting in an almost total lack of facilities for providing books and materials needed for their education and rehabilitation. The uphill task of converting the mass bulk of Indian opinion to replace its oriental methods by western ones in their treatment of the blind has been in process since the 1880's, first through the efforts of American British missionaries, then British officials, business people and their wives, and more recently by keenly interested Indians. In 1942, the Central Government (under British rule) made the beginnings of a national service to the blind through an official investigation of blindness in India and the drafting of a program for their benefit, including plans for a Braille printing plant. This entire program was taken over by the Government of India on achieving its independence. In establishing an educational program for their blind, it was, however, necessary to do two things: One, to obtain the equipment and trained personnel to set up an official publishing house for the blind under their Government Department of Education; and Second, to settle once and for all their type question. To accomplish the former, arrangements were made to send a representative to our American Printing House for the Blind for a period of eight months to study all phases of Braille embossing and printing, including the use of the Braille stereotyping machine, proofreading, maintenance of equipment, the use of technical codes, etc. In addition, the equipment for a small Braille plant was purchased and shipped to India. To settle her type dispute, the Government of India, in April, 1949, formally asked UNESCO to study the problems of Braille and to consider the possibility of world uniformity. This task was willingly undertaken by the authorities of UNESCO, and funds were first provided for

this purpose for the 1949-1950 fiscal year.

The first step was the establishment of an Office of Braille Consultant in the Department of Mass Communications of UNESCO, which position is held by Sir Clutha Mackenzie, who planned the national program for the civilian blind of India during the years 1942-1947, and was in charge of the rehabilitation of the war-blinded of India and Southeast Asia between 1942 and 1948. The next step was to organize a planning conference of a few Braille experts and linguists preparatory to the convening of a larger general conference representative of the major peoples of the world whose embossed scripts were in need of study and consideration. The Planning Conference was held at UNESCO House in Paris in December, 1949, and was attended by five blind Braille experts (one each from England, France, Mexico, Persia and Egypt), the Head of the Department of Comparative Philology of the University of Calcutta who was also one of the sighted members of the Indian Braille Type Committee, and myself. The work of this meeting consisted of consideration of the possibility of establishing a World Braille and the general problems involved, and also in defining the fundamental principles for internationalizing the system. The Advisory Planning Committee agreed unanimously that World Braille was both desirable and practical, and recommended the calling of a general conference at an early date.

The International Meeting on Braille Uniformity was convened by UNESCO in Paris in late March, 1950, this time with some twenty experts in attendance, representing the major language groups of the peoples of Asia and Africa, as well as the agencies in North and South America and Europe which produce the bulk of the world's Braille literature today. Eleven of the twenty-one delegates were blind Braillists. The decisions reached by this Conference embraced those reached by the Advisory Committee in December, and were in substance as follows:

1. In order to avoid conflicting systems of international Braille, it is deemed both practical and desirable that a single system be established embracing the adaptations of Braille to all languages of the world.

2. Because of the technical and practical reasons involved, a truly phonetic World Braille would not be desirable, but rather the policy should be followed whereby, except where the complexities of ideographic scripts make it impossible, a Braille sign should be provided for each visual leter of each language, it being understood that the primary sound value of each symbol is identical with that of the visual letter of the alphabet of the particular language it represents.

3. In the main, and in so far as circumstances permit, each Braille sign provided shall be used for the same or nearly the same sound as in original braille, shall represent the same letter, or shall fulfill the same or a similar function, thereby continuing the policy laid down by the International Conference of Workers for the Blind in 1879, and reaffirmed by subsequent international Braille conferences in 1902 and 1911, and established by long practice throughout the greater part of the world.

The Conference further recommended that:

1. Because of the present lack of international uniformity in the practice of allocating Braille signs to the sounds or visual letters of particular languages outside of the Roman orbit, a panel of competent Braillists and expert linguists and phoneticians should be appointed to devise a classification of these sounds and visual letters in accordance with a concerted plan for allocating the most appropriate Braille sign to each of them.

2. A small World Braille Council be established in association with the appropriate organ of the United Nations to: (a) act in an advisory capacity on the future interpretation and application of Braille principles. (b) correlate future Braille developments; (c) advise on such Braille problems as might be referred to it from time to time; (d) act as a center for the collection and exchange of information on Braille. It was *not* reccommended that this Council should be intended to be a policy-making body.

3. Small Braille committees should be established for each linguistic area (where they do not now exist), such committees to be under the auspices of the government, or governments, concerned, or other competent bodies, and the function of these committees should be the same as those of the World

Braille Council but on a regional basis, and their work should be conducted in close liaison with the World Council so that changes in Braille usage would not be put into effect before their relationship to the Brailles of other languages had been taken into consideration.

4. Consultation should be undertaken between Braillists of different parts of the world which use the same language, with the aim of formulating and adopting uniform systems of contracted Braille for each language and of providing for a wider interchange of views between Braillists using languages of the same group. In connection with the formulation of contracted systems of Braille, the Conference added the caution that any future systems of contracted Braille should take into account the needs of Braillists of comparatively limited education and also those who lose their sight in adult life, and that the number of contractions devised should be kept within reasonable limits.

5. It should be possible to reach the same degree of uniformity with respect to punctuation, numerical, mathematical and chemical symbols, as well as Braille music notation, as in the case of orthographic Braille, and that these questions should become the subject of an interchange of views between specialists in these fields under the auspices of the World Braille Council.

6. In connection with specific language groups in immediate need of bringing their Brailles into close harmony with one another and with World Braille generally, arrangements should be made for the interchange of views between experts of the languages in questions—Perso-Arabic, African tribal, Indian, etc., preparatory to a general regional conference during the next year to settle final differences. Further, a conference was suggested on the subject of contracted Braille for those countries using Spanish and Portuguese, since up to the present time no uniform system of contractions for either of these languages has been in use.

The General Conference of UNESCO which met in Florence, Italy, in May and June, 1950, agreed unanimously to the general decisions of the International Meeting on Braille Uniformity, and further voted a budget for the 1951 year which would include the following action:

A. The drawing up of a *World Chart on Braille* by a panel of expert Braillists, linguists and phoneticians, which would form the basis of the adaptations of all languages to the Braille system: This group of experts met in London in the fall of 1950 and drew up a chart which closely conforms to the phonetic classifications of speech sounds as set forth by I.P.A. (International Phonetic Association). It should be noted that the World Braille Chart contains no two-cell signs, but only the 63 one-cell signs which the Braille system permits. The chart itself provides for 10 vowels and 31 consonants, all of which are linked with I.P.A. symbols, although 4 of them differ from their phonetic symbols in sound value. Thirty-three spring from French Braille usage, while 8 have their roots in other European and non-European Braille practice. The remaining possible 22 signs are used for the expression of special sounds and letters in the Perso-Arabic, Indian, and African tribal languages, as well as for punctuation and composition signs.

B. *Preliminary Studies* by small groups of experts on Perso-Arabic, African tribal, and Indian Brailles in preparation for a general conference which would bring all of these groups into line with each other and with world Braille.

C. The convening of a *Regional Conference on Braille Uniformity for the Middle East (including Africa), India, and Southeast Asia,* which was held in Beirut in February, 1951: This Conference should go down as a milestone in the history of work for the blind, for it brought together representatives of perhaps two-thirds of the world's blind—peoples of widely divergent, not to say antagonistic, nationalistic views—who were yet able to reconcile their differences within a period of less than two weeks, so that their written languages could be represented in a common world script, to the best advantage of all. What is more remarkable is the fact that this basis of common understanding was not made at the expense of our own Western Braille, but rather was built up on the original French Braille, with a close additional tie-up between the language groups which differ from our own. Would that we, too,

could have had the good sense to be so logical and cooperative among ourselves when we first started out!

D. The calling of a second *Regional Conference on the Problems of Spanish and Portuguese Uniformity of Contracted Braille:* This conference is slated to be held in Montevideo, Uruguay, possibly in the fall of this year, to be attended by representatives of Latin-America, Spain, and Portugal. At the present time, widely divergent systems of Spanish contractions are used throughout Latin-America and Spain, and in general no contractions are used in the writing of Portuguese Braille.

E. *The compilation and publication of a reference work on the history and development of the Braille system:* The compilation of this material is the result of the multitudinous studies undertaken by Sir Clutha in preparation for and in conjunction with the several conferences of UNESCO, and should constitute a fundamental compendium for future workers in the field.

The results of the work at UNESCO during the current year, including the decisions reached at the Beirut Conference, have been submitted to the Sixth General Session of UNESCO which is in session in Paris at the present time, and there is little reason to believe that they will not receive the unanimous approval of the General Conference. In addition to the general acceptance implied by approval of the UNESCO General Assembly, a number of individual governments, languages, and organizations for the blind are not waiting for the formal procedure, but have gone ahead to put the new codes into use promptly. The results of the settlement of the Braille problems of Asia and Africa will, therefore, very likely be an immediate upsurge in the printing of urgently needed textbooks, religious works and general literature for the blind of many lands, as well as a rapid widening of educational provisions for the enormous numbers of blind people throughout these regions who, up to now, have had very little opportunities provided for them. The work which UNESCO undertook at the request of the Government of India, therefore, promises to play a big part in the opening of the door to new days for the blind of a major part of the world.

With regard to future action by UNESCO, no decision has as yet been reached by the Sixth General Session for the continuance of studies on Braille. There remain, of course, several important problems of internationalization which could well concern this group, namely, mathematical, scientific, and Braille music notation, and possibly the achievement of complete uniformity in punctuation. It is not known at this time, also, whether or not arrangements will be made for the establishment of the suggested World Braille Council within the framework of UNESCO.

We now come to the problem of where we, as Americans, fit into the international picture, and, vice versa, what may be its effect on us.

First, I think I should reiterate once more that in no way has our own literary Braille been affected by the promulgation and achievement of World Braille. Rather, the differences of the rest of the world have been reconciled on a basis of using our Roman Braille alphabet as their foundation, our Braille alphabet has been made elemental parts of their Brailles, and their necessary additional symbols have been devised with due regard for our usages and needs as well as their own requirements. Those of you, therefore, who never expect to involve yourselves in the reading of a book in some obscure African tribal Braille, or to write a letter to a friend in Sanskrit, can put your minds at ease about the possibility that, sometime in the future, our own Braille, arrived at and stabilized after so much bickering and hardship over a period of nearly ninety years, should once again need to be uprooted or fundamentally changed in order to conform with the rest of the world.

Second, the inadequacies of our own Standard English Braille which have shown up in the experiences of the last twenty years remain still our own matters of concern to be settled by ourselves, and, with good sense on our part, in conjunction with our English colleagues. Such procedure is being followed by our Joint Uniform Braille Committee which is now undertaking to consider the technical questions involved.

Third, the problems of international Braille which UNESCO has not yet been able to undertake, and which might concern us

to a considerable degree, are the technical codes—punctuation, mathematics, scientific symbols, and Braille music notation. In this connection, I doubt seriously that punctuation will ever become a really major issue, principally because, not only do large areas of the world's languages not employ punctuation signs as we know them, but we seem to be the greatest exponent of them all, principally with regard to the capital sign, not to mention italics. Perhaps we overdo the job, and perhaps this should be one of the items for consideration by our own Joint Braille Committee. For the record, however, I should like to point out that our main points of difference with the rest of the world lie in the use of dot 6 as the capital sign (Continental Europe uses dots 4-6), the italic sign represented by dots 4-6 (for which original Braille uses dots 4-5-6), and the query sign, or question mark, for which we use dots 2-3-6 instead of dots 2-6 because this sign is also our contraction for *en*. We also double the asterisk sign (dots 3-5) to avoid confusion with the sign for the word *in*. Perhaps these items are of such minor concern that they make little difference. Let us hope so!

The internationalizing of the Braille codes for mathematical, scientific, and music notation are maters of very real concern to us. In the case of mathematics, our American adaptation of the Taylor Code (at the present also in use in England) has proven most inadequate, particularly in the expression of higher mathematics above the high school level. Actually, efforts looking to an international code of mathematics have been in progress since the 1929 International Congress in Vienna, based on the so-called Marburg Code. However, very little real unity of thought has been achieved. The French, after due consideration, withdrew from the conferences in 1934 in favor of retaining their own system, and World War II intervened to make further conferences impossible. Since 1947, a small, informal mathematics committee, under the auspices of the American Foundation for the Blind, has been working in cooperation with English experts on a simplification of the socalled International Mathematics Code. As will be reported elsewhere at this Convention, the work of this unofficial committee has now been taken over by the Sub-Committee on Mathematics of our new Joint Uniform Braille Committee, and it is hoped that some concrete results will be forthcoming at an early date, either in the form of adopting the International Code, or expanding the present Taylor code, or even adopting an entirely new system of mathematical representation.

Braille music notation was given almost complete international uniformity with the adoption in 1929 of the International Braille Music Code at the conference held under the auspices of the American Braille Press in Paris in April of that year. Practically all of the stocks of the world's Braille music—and they are very large, indeed—are written in the International Code, although their presentations may vary in style, e.g., bar-over-bar, or the paragraph method. As a matter of fact, so uniform is the use of the Braille music code, that quantities of music embossed in England, France, and Germany are in everyday use in this country, and vice versa. Recently, however, there has been developed in England a new code called the Mayhew Uniform Note System which employs some radically different signs and usages from our International Code. Possibly, consideration should be given to this proposed new code to determine whether or not it is of sufficient merit to warrant adoption in place of the present system. This problem again is being studied by our Joint Uniform Committee, but the international aspects of the problem need equal consideration. One other point with respect to Braille music notation is the need for adapting a system for the expression of oriental music. International thought on this point at present would seem to be that the International Code would be quite adequate for such an adaptation.

The Braille representation of scientific symbols and formulae for chemistry and physics have received scant official attention in this country. At the present time, the notation employed in the printing of such texts at the Printing House (which, I believe, is practically the sole publisher of materials of this sort in the United States) is that devised by Mitchell and Loomis and issued in ink-print form by the New York Institute for the Education of the Blind. It has never been of-

ficially adopted by any authority in this country, but has been put into use simply because it is the only code which has been available which could in any manner adequately meet the job. Further study on this point should certainly be undertaken by our Joint Braille Committee, again with reference to the international aspects of the problem.

In conclusion, I should like to point out public concern with Braille matters seems to run in cycles and that the resurgence of interest in Braille during the past three years has been most marked everywhere. I do not know whether the UNESCO conferences were the result of this interest or the cause, but the achievements which have been attained have been far in excess of what might have been expected of the short period of time involved. It is to be hoped that the reasonable, fair, and forward-looking attitude so far displayed by everyone can continue in the future.

SOMETHING ABOUT MERCHANDISING

WARREN FOSTER
Merchandising Division, Coca-Cola Co., Atlanta, Georgia

Now, this subject that has been assigned to me, "Something About Merchandising," is, I believe you will agree, a rather broad one.

I can readily see how some speakers might look upon such a subject as an opportunity to make a long-winded, highly scientific oration. Let me assure you that I have no intention whatever of doing that.

"Merchandising" is rather a high-sounding word, but when you boil it down, its meaning, in my opinion, is quite simple. As I see it, there are two phases of merchandising—from two different angles.

First, let's look at merchandising from the viewpoint of a *manufacturer* of a product—any product. To the manufacturer, merchandising means, or should mean, "helping the dealer or retailer to sell more of the product he sells the dealer."

When you come right down to it, the goods that a manufacturer or jobber sells to a dealer aren't really *sold* until the *dealer* has sold them—until the dealer has passed those goods on to the *consumer* or *user*.

Let's take, for instance, a bottler. Don't worry—I'm not going to mention the name of the company that I represent.

When the bottler sells a case of beverages to a retail dealer, that case of beverages isn't really *sold*. True, the bottler has gotten his money for it. But I contend that that case of beverages isn't really *sold* until it becomes a case of *empty* bottles—until the retailer has passed those 24 *full* bottles on to 24 satisfied customers. *Then*, and not until then, has the sale of that case of beverages been actually consumated.

The progressive bottler realizes that. And he bends his efforts—not on seeing how many cases he can unload on the retailer, but on doing those things that will enable the retailer to quickly pass those bottles on to his customers, from whom he has not only gotten the money—but has satisfied to the extent where they will want to come back, and keep coming back to his store, again and again.

The progressive bottler knows what *are* the things that help the dealer to sell more of his product. He knows the value and the proper use of advertising material, good display, and proper refrigeration.

He knows that his *sales* to the dealer are largely dependent upon his ability to assist the dealer in making full use of those sales factors.

He also realizes what *turnover* means to the dealer. He knows that the dealer's *profit* on the goods he sells is definitely affected by the speed with which he turns them over. Low investment and fast turnover play an important part in the profit a dealer makes on *any* product. But this is especially true where the product must be refrigerated. Bottles that stay in his cooler too long can "eat up" their profit.

Yes, the more assistance a manufacturer can render a dealer in *merchandising*, the more both he and the dealer will profit. And just as honesty is the best policy—aside from the

moral aspects of the case, so is good merchandising—helpfulness toward the dealer—good business—from any angle you want to look at it.

Now, for the other phase of merchandising—merchandising from the viewpoint of the retail dealer. What does merchandising mean to him? To him, merchandising means, or should mean, "making it easy for people to buy—and making them want to come back again."

Now, how does a retailer go about doing that? First, by keeping customers constantly *reminded,* by cashing in on the sales value of *display*. The saying, "Goods well-displayed are half sold," may be trite—but it's nonetheless true. People *need* to be reminded. They *want* to be reminded. So the progressive retailer makes full use of the value of display.

A second factor in merchandising—from the retailer's viewpoint—is serving products the way people *like* them. People want cold drinks served *cold*. They want hot drinks served *hot*. They want things the way they want them. And it's just good business on the part of the retailer to make sure that they get them that way. Good *service* is just good *business*.

And now we come to the third factor in merchandising from the retailer's viewpoint. It's a word that has been as much used—and perhaps as much *abused*—as service. But it's still a big factor in business. I'm talking about *"Courtesy"*.

Most dealers in a certain field handle about the same *products*. Their *prices,* as a rule, are pretty much the same. So, from the customer's viewpoint, preference often narrows down to service—and that other thing we're talking about called "Courtesy".

"Courtesy", in business simply means, "making customers feel that you appreciate their patronage." Human nature being what it is, all of us just naturally like to feel that our patronage, whether large or small, is appreciated. That holds good whether we're buying an automobile or an apple—a house or a handkerchief. "Thank you"—"Come back to see us"—just words? Well, maybe so. But they are words that all of us like to hear.

Someone has said that "business goes where it is invited—and stays where it is well-treated." And I'm simple enough—if you want to call it that—to believe it's true.

In this connection, I am reminded of a little verse by Edgar Guest that goes something like this:

> Yes, making it easy for people to buy—
> Making them want to come back again—
> Serving things the way people want them—
> Being courteous and friendly—
> Letting customers know that you appreciate their business—

. . . are all simple things—things that any retailer can do—but they are things that *all* retailers *don't* do. And the difference usually shows up in the cash register.

Times may change. Methods may change. But *customers* don't change—because customers are *people,* motivated by human nature. And human nature doesn't change. Judy O'Grady and the Colonel's lady *are* sisters under the skin. One touch of Nature *does* make the whole world kin.

The Golden Rule—"Do Unto Others"—is not only a good rule for living—it's a good rule for conducting a business—*any* business, large or small.

Now, friends, I fully realize that I haven't told a one of you a single thing that you didn't already know. In fact, I honestly feel that instead of my standing up here *talking* to you, I *should* be out there *listening* to you. I'm sincere in that statement—and I'll tell you why.

When this subject was assigned to me a few days ago, I went out to the State Office Building there in Atlanta and spent a couple of hours with Mr. Beverly Gaines, Supervisor of Services for the Blind, in order to find out something about your methods of operation.

Mr. Gaines took me to some of the stands in the vicinity, and I was highly impressed with what I saw. I was informed that Mr. Glenn Boggs, Supervisor of the Business Enterprise Program for the Blind, was responsible for the success of these stands program.

I can say to you in all sincerity that I think retail business in general could profit from an application of many of your merchandising principles in vending stand operations.

First of all, I was, of course, impressed by the operator's knowledge of the stock situation in the stand. He knew just where every item was and he went right to it. Talk

about "having things at your fingertips"—those people really *had* it. There was no lost motion.

Second, I was impressed with the layout and and arrangement of the stands. Every square foot of space seemed to be utilized to the best possible advantage. Practically everything was "on display."

Third, I was impressed with the stock itself. Inventories appeared to be adequate, but there was no indication of over-supply. The items were the fast-moving type of merchandise—most of them nationally advertised—the kind of products that people *know* about and *ask* for. I can readily see how your objective of 52 turnovers a year could be accomplished in the stands that I visited. And 52 turnovers a year is plenty good—in *any* league.

Fourth, I was impressed with the cleanliness of those stands. Floors, tables, counters, walls—were clean and inviting. No dust, dirt or odors were detected. The attendants themselves looked clean and neat.

And last, but by no means least, I was impressed with the courtesy of the attendants in those stands. They knew how to smile and say "Thank You," and they frequently called customers by name.

Now, I fully realize that these conditions regarding knowledge of stock, store arrangement, type of inventory, display, cleanliness and courtesy that I observed in those stands didn't just *happen*. Behind it all there had to be a lot of careful planning, training and supervision. And I know that there has to be constant vigilance. There can be no let-up. It is just as hard to *maintain* a high standard of operation as it is to develop it.

I know that the smooth and efficient operation of these stands throughout the country is the result of pains-taking time and effort on the part of many people, and that *many* of those people are right here in this room today. To you, as one merchandiser to another, I wish to extend my sincere admiration and congratulations.

This business with which you good people are connected—as counselors, advisers and supervisors—is a very *human* business—a business where the "human element" plays a more than ordinary part.

Your organization—"The American Association of Workers for the Blind." The very name of your organization bespeaks helpfulness, unselfishness, goodness—and, yes, even Godliness.

To you ladies and gentlemen who are engaged in this work, I want to express my personal admiration. Only very recently have I become aware of the fine work that you are doing. I wish everyone in America knew more about it. Everyone *ought* to know more about it.

I know that you are happy in this work. You show it. And as for your rewards, well, I know of one reward that is rightfully yours. And it can't be measured by any material yardstick. It is far greater than that.

It is the satisfaction that must be yours—the satisfaction that comes from having followed the teachings and precepts of That One who, more than 1900 years ago, said something about—"Even as ye have done it unto one of the least of these . . ."

And to you, I extend my heartfelt admiration and my sincere good wishes for your continued progress and success.

Thank you.

PRESENT VENDING STAND PROGRAMS AND THE OUTLOOK FOR THE FUTURE

***M. I. TYNAN**

Chief, Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

To the able-bodied blind person of working age the paramount interest—next to a miracle or some other means of obtaining sight—is the desire to live a normal, useful, and independent life. An objective, therefore, of agencies for the blind concerned with problems of those blind persons of working age is the development of employment opportunities to meet their varying needs. Ever

* Visually Handicapped.

since experiments to educate blind persons have borne fruit, educators and others interested in the blind have constantly been seeking occupations wherein it was reasonable to believe that blind persons could be employed successfully. For this reason some of the schools for the blind established workshops for the purpose of employing their graduates, because they soon discovered that just to provide them with an education was not sufficient. At the same time they introduced into the schools themselves various types of vocational training which, it was believed, would enable capable blind persons to obtain employment after they had completed their education.

As a result there developed in work for the blind certain occupations such as mattress making, broom making, piano tuning, etc., which are considered by all too many persons to be the only fields of endeavor in which blind persons should expect to be employed. In view of the fact that our blind people come from all walks of life and that their interests, talents, and abilities are varied, it was logical to assume that many of them would not be satisfied or would not succeed in occupations which for one reason or another did not hold their interests or meet their needs. Therefore, workers for the blind have been and still are searching constantly to expand employment opportunities for the blind into other fields.

As far back as forty or fifty years ago certain blind persons endeavored to establish themselves in small businesses. However, because of the same factors that enter into the failure of a large percentage of sighted persons who go into business for themselves, most of these ventures by blind persons were not successful. On the other hand, a small number of blind persons have through the years succeeded in these enterprises. To them we owe much, since our present day vending stand programs may be traced directly to their achievements.

Thirty or forty years ago the New York State Commission for the Blind experimented with the establishment of vending stands in public and private office buildings. Their results prompted the Cleveland Society for the Blind and later the Canadian National Institute for the Blind to undertake similar programs. Agencies for the blind as a rule helped by securing locations. Usually because of a lack of funds these agencies permitted the blind individuals either to purchase the equipment and initial stocks of merchandise themselves or advanced the necessary funds on a loan basis. However, the agencies assumed no responsibility for the supervision or successful operation of these enterprises.

The Canadian National Institute for the Blind began its vending stand program, including its industrial lunch service, on this basis but soon found that the stands were not being run in a satisfactory manner or that the operators were not meeting their obligations. They felt that unless a system could be developed that would assure success and would put the program on a more or less self supporting basis, they would not be justified in continuing this type of activity. The Canadian National Institute, therefore, gradually changed over to what is now known as a controlled or agency management system. Under this arrangement the agency secures the location; assumes full responsibility for acceptable services; owns all of the equipment, merchandise, and petty cash; and deducts a percentage of the gross sales each period to defray the operating expenses. This agency has found it desirable to change from a net profit system to a salary basis of compensating the operators. Among other things the agency provides competent and adequate supervision in order to keep to as high a level as possible the quality of services provided for each location. From this point on the program of the Canadian National Institute for the Blind grew and prospered, and attracted the attention of agencies for the blind throughout the world.

During the late Twenties and early Thirties efforts were made in this country to secure permission to establish vending stands in various Federal buildings, and legislation was introduced to accomplish this end. It should be made clear that the Federal departments then having jurisdiction over the buildings opposed such a program. Through the intercession of Mr. M. C. Migel, then President of the American Foundation for the Blind, President Franklin D. Roosevelt wrote a letter to the Secretary of the Treasury,

who had jurisdiction over most Federal buildings, requesting that blind persons be permitted to sell newspapers and magazines in buildings coming under his jurisdiction. At that time this included Post Office buildings. The Treasury order, which was sometimes referred to as an executive order, restricted the merchandise that could be sold to newspapers and magazines, and further stipulated that no equipment might be instaled which could not be removed each night. A considerable number of such stands were thus established.

In 1933 the Public Buildings Administration, which was then a division of the National Park Service, granted to the Rehabilitation Service of the District of Columbia some sixteen or seventeen locations in Federal buildings in Washington. The District of Columbia Rehabilitation Service in turn requested the Columbia Polytechnic Institute for the Blind, a local private agency, to select individuals for these locations and establish the vending stands in accordance with the authority. This agency, despite limited funds and no previous experience in this field, gathered together anything that would answer for counters, shelving, etc., and selected blind persons who themselves furnished meagre amounts of stock on which to get started. Neither the District of Columbia Rehabilitation Service nor the Columbia Polytechnic Institute for the Blind provided any appreciable amount of supervision or assistance to the operators to assure their success. As a result many of these stands became unsatisfactory, and four years later—in June of 1937—only eleven of these original vending stands were still in operation.

In 1936, although there was considerable opposition on the part of the various Federal departments controlling or managing buildings, Congress passed the Randolph-Sheppard Act with which all of you are familiar. The Act placed the responsibility for the administration of the program in the Office of Education, and a special unit was created to organize and develop the program in the Division of Vocational Rehabilitation. Among other things the Randolph-Sheppard Act required that at least fifty percent of any additional employees appointed to administer the program be blind persons. As a result of this provision the Civil Service Commission for the first time admitted qualified blind persons to take competitive non-assembled examinations for the positions to be filled to administer the program.

In June, 1937, Mr. Joseph F. Clunk, who had organized and supervised the vending stand program of the Canadian National Institute for the Blind, was appointed as supervisor of this new service. It is interesting to note that he was the first blind person ever to be appointed under the Classified Civil Service. In January, 1938 I was appointed as a field representative to work with Mr. Clunk in the development of the program. By this time some two hundred to three hundred stands had been established in Federal buildings.

The Post Office Department, which in the meantime had assumed jurisdiction over Post Office buildings, adopted a policy to the effect that only persons licensed under the Randolph-Sheppard Act would be permitted to operate vending stands in buildings coming under their jurisdiction. Most of the State agencies had been designated by the Commissioner of Education in accordance with the Act to issue licenses to blind persons, and they immediately proceeded to license all of the blind persons who had previously operated newspaper and magazine stands in Post Office buildings. These agencies also expanded the items of merchandise which could be sold as provided under the Act.

Unfortunately, few of the State agencies had had any previous experience in this field. They were limited in funds, and a large number of the vending stands established at that time were poorly equipped. They usually consisted merely of showcases and magazine racks. Practically no supervision was provided to the operators by the agencies. To complicate matters, the regulations set up by the Office of Education in the beginning did not require that the agencies own the equipment. Consequently, titles to most of the stands established prior to the Fall of 1937 were held by the individual operators.

As the agencies gained experience, our present programs began to take definite shape. In the District of Columbia the program was reorganized on a controlled basis. Cooperation was sought from the Public Buildings

Administration in securing additional locations over and above those remaining from the original locations granted to the District of Columbia Rehabilitation Service in 1933. However, as a result of the unsatisfactory experience with the first stands established, the Public Buildings Administration's attitude was anything but receptive to our idea of expanding the number of stand locations in their buildings. They stated quite frankly that they were not in favor of the Randolph-Sheppard Act and they were convinced that blind persons could not operate vending stands in an acceptable manner. Those of us concerned with this new program assured them we were certain we could overcome their objections and outlined our proposed type of organization to them.

In January 1938 one of the original stand operators got into serious difficulty and the Public Buildings Administration ordered that his stand, which he was operating in an old temporary building, be closed. The Public Buildings Administration were prevailed upon to give us an opportunity to prove that our system would yield satisfactory results in that location and they reluctantly consented. Thus the first stand was established in the District of Columbia on a controlled basis, and was a success from the very beginning.

As is well known, the vending stand program in the District of Columbia has been entirely self-supporting from the outset, and not a cent of appropriation or donation has gone into this program. It seemed to us that we should encourage the establishment of vending stand programs which would not require subsidy in order, first, that the operators could be truly self-supporting, and second, that the limited funds available to most agencies could be used to provide services to other more needy blind persons. On the basis of the Canadian experience and studies of the causes of failure among persons engaging in small businesses, State agencies were encouraged to establish their programs on what has since become known as the controlled or agency management system.

The District of Columbia vending stand program was used as a proving ground for our controlled or agency management system. Of course it was not expected that at the outset all of the State agencies would see the need for this type of program. Gradually, however, most of them adopted this system or various modifications of it. As a result of applying sound business methods and giving supervision and assistance to the operators, today many of our programs have progressed to a point where we can be justly proud of them. The program providing for good design of equipment, proper display of merchandise, greatly improved accounting and bookkeeping systems, and supervision of the operators, has resulted in the establishment of a goodly number of vending stands throughout the country. Measured by business standards, these vending stands may be considered a credit to any organization. It is also true, however, that in some areas we still have room for much improvement.

One of the greatest obstacles to further improvement and advancement of the program is the attitude of those blind persons who have not as yet accepted the idea that there should be supervision or a charge levied against the gross sales of their stands to meet normal operating expenses. This is particularly true in those instances where for many years the individuals were permitted to own their equipment and to operate their stands independently with little or no supervision on the part of the agency. We must admit that certain of these vending stand operators are doing an excellent job, and their stands are reasonably acceptable.

On the other hand, however, many of the so-called independent operators are not doing a good job. They need help because, judging by modern standards, their stands are anything but acceptable. Such operators and such locations present a real problem and one which, in my own opinion, might militate against the sound growth of the entire vending stand movement.

In spite of the fact that the vending stand program as a whole started out on more or less of a trial and error basis, we have made considerable progress. It has been my observation that in our programs for the blind we often take up a new idea and give it our major attention while neglecting the established phases of our programs, and then expect the latter to progress with little or no attention on our part. It seems to me that this sort of thing is now happening in many

areas to our vending stand programs. For example, during the war it was natural that we should do everything possible to encourage the employment of blind persons in war industries. With the passage of the Barden LaFollette Act in 1943, which you will recall was during the war, rehabilitation agencies became concerned with the broadening of their vocational rehabilitation programs. The attention formerly given to the vending stand programs was to a large extent shifted to this new activity.

In my opinion our vending stand programs have done more to impress the general public with the ability of blind persons to carry on in normal occupations than almost any other program ever conceived for the employment of blind persons. This is especially true of those vending stand programs which were organized and conducted on sound business principles. It is vital that we give the vending stand programs the attention that they deserve. We should be looking constantly for ways and means to improve the quality and appearance of vending stand equipment, display of merchandise, and the accounting methods. It is essential that we give the operators the assistance that will enable them to maintain each and every location at the highest possible level of efficiency.

The operators must realize that they are always in the public eye and that their performance may be an aid in securing employment opportunities for other blind persons as vending stand operators or in other fields. On the other hand poorly equipped and poorly managed stands may discourage employment opportunities for many blind persons who have the ability to work in gainful employment. Unfortunately many stand operators do not seem to realize the fact that most sighted people will not complain directly to a blind person about unsatisfactory performance. Instead, the dissatisfied customers simply buy their merchandise elsewhere.

Since the inauguration of our present programs, and especially the so-called controlled or agency management system wherein the agency collects a percentage of the gross sales, I have been deeply concerned with the resistance and sometimes definite antagonism evidenced by many of the operators and their friends. This adverse reaction from a group of people who usually are better off financially than any other group of blind persons in the community is very disturbing. In some areas of the country the operators have encouraged the passage of legislation which prohibits the State agency from making any such charge, or that limits the charge to a point where the revenue so derived merely takes care of depreciation or depreciation and repairs without allowing for expansion and other very necessary operating expenses. In some States legislation has been passed which limits the amount that the agency may expend on any one location. Such provisions as these require that the programs be subsidized.

It always has been my belief that the true desire of most blind persons is to become entirely self-supporting, and I have tried to analyze the objections and the reasons for such reactions on the part of the very people we are endeavoring to assist. Certainly I would be the last person to advocate that the State agencies take from the operators more than enough to meet the operating expenses of the program. A service charge should be sufficient only to meet normal overhead operating expenses. I am convinced that much of the objection to the service charge on the part of many of the operators is due to two things: (1) they do not realize that the agency is taking only a sufficient amount of the gross revenues to meet overhead expenses, which every successful business must do and which ultimately would have to be met by the operator or the agency if the charge were not made; and (2) the agency is failing to give the operator the services for which he is paying.

The last item has been one of the gravest errors committed by some of our agencies. It is but natural that the operators should resent paying for something they are not getting. If we are going to develop our programs on a sound business basis and expand our operations, it is essential that we correct these deficiencies wherever they occur. To maintain the gains which we have made in our vending stand programs, it is imperative that we correct promptly any unsatisfactory conditions that exist or that may develop.

An adequate net income to the operator is of course the ultimate goal in our programs. This is the only reason that we can justify

public and private agencies engaging in business programs such as we are discussing here today. The operators themselves are the key to the success of our programs. They are the reason for having a vending stand program. They are partners in the truest sense of the word, and for the most part I believe that if they receive full value for what they expend most of the operators will cooperate fully in the program.

To achieve this cooperation we must make certain that the operators have full confidence in us. We will not get this confidence if we do not use tact and diplomacy in dealing with them. We will not get it unless we are willing to treat the operators on a give and take basis, and help them to realize that we are endeavoring to work for their best interests. The big task ahead of us is to win their confidence, and we should lose no time in doing so. Otherwise more and more State legislatures will adopt restrictive legislation such as I have just described. This could cause our programs to regress rather than expand. If our vending stand programs are to continue to be the "show window" of work for the blind—which I believe they should be—we must inculcate into the minds of the operators the importance of high standards of business ethics and personal conduct.

One of the great weaknesses of many of the operators which I have had an opportunity to observe is their lack of finesse in making change for a sale. However, I have observed many blind operators who are skillful in these areas and I am convinced that this weakness in others can be overcome through adequate training. We must never lose sight of the fact that there are many sighted persons who hesitate in dealing with a blind person. This does not mean that they are unsympathetic, but rather that they do not wish to have their emotions aroused. Hence, the more personable and skillful our operators are and the more attractive we make each location, the easier it will be to overcome to a large degree this quite understandable hesitancy.

As of May, 1951 there were 529 vending stands in Federal buildings, and I estimate that there are 700 to 1,200 vending stands being operated by blind persons in non-Federal buildings. Although this number does not seem large, it does represent a substantial increase in lucrative employment opportunities for blind persons. Since the passage of the Randolph-Sheppard Act in 1936, seventeen States have passed similar legislation authorizing blind persons to operate vending stands in State, county, and municipal buildings. The number of stands being established in hospitals is increasing constantly.

The number of stands in industrial plants, on the other hand, has not increased at the rate which some of us had hoped for. This is an area needing very aggressive action. I think that all of us agree that any industrial plant employing from 200 to 250 people affords an excellent opportunity for the establishment of a vending stand. I am fully aware that many of the industrial plants either operate their own canteens or are served from vending machines. Yet some real sales effort would produce many more good locations. In speaking of sales effort—and I am aware of the effort required to secure a location—I am convinced that by using good sales techniques we can expand materially the number of vending stand locations. This conviction is based upon a comparison of the programs in certain States having large populations and relatively few stand locations with those of States having small populations and a relatively large number of stand locations.

Another area which should receive attention is the so-called outside stand. Sufficient experience has been gained with this type of location to indicate that if these outside stands are attractively designed and equipped and are properly located, they offer excellent employment opportunities for blind persons. Such stands are especially suitable in the smaller cities and towns where it is not feasible to locate stands inside of buildings.

It is not my purpose to try to project the number of locations which could be secured in any one area, because I am fully aware that in some communities there are circumstances which would make expansion difficult. For example, in certain communities a number of large business concerns may have control of a great part of the industrial and commercial office building locations, and to secure locations in such communities would require long periods of intensive sales effort. In other communities the difficulty en-

countered in securing locations may be attributed to the poorly equipped, poorly managed, unattractive stands which were established for or by blind persons in the early days of the vending stand movement.

Again I say that if we are going to be in business, we must make certain that we adopt the same principles which other progressive business organizations have found most effective. We should build a reputation for having the best operated, best equipped stands to be found anywhere if we are to compete and overcome the inherent prejudices of the general public in dealing with blind persons. If we are convinced in our own minds that we have reached the saturation point, then our programs certainly will not expand.

Progressive merchants frequently refurnish their establishments and make them more attractive, and constantly provide in-service training and supervision to their sales people. We must follow suit. Since supervisors and managers of merchandising businesses undergo periods of training, so should our supervisory and managerial personnel take advantage of every opportunity to improve themselves. The inclination to get into a rut is strong in our vending stand programs, where day in and day out we are handling the same lines of merchandise and being confronted with the same problems.

Again I say in closing that never has there been a program which can do as much to inform the general public of the abilities of blind persons as can the vending stand program. In the light of our past experiences we should consider our present program as an experimental laboratory for building better programs for the future. Let us make the vending stand program a "show window" in work for the blind. Let us profit by the mistakes of the past, have faith in the future, and believe in what we are doing. Let us win the confidence of the operators and the blind in general by honesty and sincerity of purpose, and by building the best programs we know how to create. If we will do these things, none of us can predict how far we may be able to go. The vending stand program stands out as a beacon in work for the blind. It is our responsibility in cooperation with the operators to keep this beacon burning, but we cannot accomplish this unless we give the program the stimulation and the incentive that it deserves.

THE ART OF PIANO TUNING

* SANDFORD LEPPARD

**Member National Council, Canadian National Institute for the Blind.
Chairman, Board of Examiners in Tuning, C.N.I.B. National Music Committee.**

The art of piano tuning, like all other arts, is for people who have the talent for it. Those who think they can learn piano tuning whether they have the ear for it or not should think twice.

Now as to the art itself; all sound experts know that the musical scale is imperfect, therefore in tuning a piano it is necessary to tune by what we call the "equal temperament." By this I mean that the imperfection of the musical scale may be so equally divided as not to show in any key in which you wish to play. The method of getting this equal division is simple to those who hear well.

There are twelve notes in the foundation, which we call the "temperament" and these twelve notes are turned by intervals. Take for instance, middle C. We tune middle C to standard interval pitch. We tune a 5th below that but we must make the F below C, sharp enough so that the wave, or beat will be three times in five seconds. The interval of a 4th above the F must be tuned sharp enough so that the wave will be four times in five seconds, so that is to say, it must be tuned that much sharper than the F. below. This is not very easy because there are very few ears that can hear well enough to count those waves and time them; we therefore have to use other tests such as the major 3rd and major 6th to tell us whether we are tuning correctly.

Another thing about piano tuning is that it should be very solidly done; it requires time and patience. If it is skipped over the

* Visually Handicapped.

piano will be out of tune again almost before the tuner gets out of the house.

I would not advise anyone to take up the work of piano tuning unless he is sure he has the talent for it. As for myself, I would not lend my name to anyone who takes up the subject unless he is willing to pursue it until he has perfected it.

The art of piano tuning, like all other arts, is not sown broadcast but nature has given it to a few.

I do not know that there is much more that I can say about the art of piano tuning. I could demonstrate to anyone who could hear, a great deal about it and I could talk about it, but as to putting it on paper and making it intelligible, it is rather a difficult matter.

HOW FARES THE BLIND ORGANIST, AND WHY?

*HARRY J. DITZLER

Director of Music, New Mexico School for the Blind

That profession which has been so amply enriched by Louis Vierne and Alfred Hollins, William Wolstenholme and Andre Marchal, would seem to hold high promise for other qualified blind organists. Reports from abroad indicate that, notably in France and Great Britain, a goodly number have attained professional status in church and recital. Inasmuch as Canadians, too, have apparently been quite successful, one cannot but ponder the deplorably different story in this country.

At the turn of the century, David Wood, totally blind, enjoyed an enviable reputation as organist and choirmaster of the first water. Granted his phenomenal musicianship and further pertinent traits, it is nevertheless logical to expect that, wherein one blind man achieved eminence, others should win moderate recognition. A few have; but so very few throughout the entire United States, that an explanation is ardently to be sought.

No informed person will argue that higher standards among organists here tend to preclude the blind. Thanks to the American Guild of Organists, some schools of music, and several colleges and universities, organ playing and its ramifications are consistently improving, by and large, in this country; however, I believe it is generally conceded that these laudable efforts are in the interest of catching up with other parts of the world where, be it understood, blind organists have long met the test. It has been suggested that opportunity for the visually handicapped organist is enhanced by a preponderance of one denomination as, for instance, in Catholic France, or Anglican Britain. Probably more to the point is the accepted fact that, for the most part, blind musicians here are not so intensively trained as are their confreres in Europe and Canada. American educators can justifiably claim that present prospects scarcely warrant music curricula in our schools on a vocational level. This vicious circle may profitably be broken via two objective inquiries:

What Chance has the qualified blind organist today?

What, then, should be done?

For thirty-five years, Rollo Maitland, an alumnus of a school for the blind, has been a ranking recitalist, having played in most of the States, Canada and Europe. But Dr. Maitland would be quick to point out that his career is not realistic criterion, since he has enough vision to travel anywhere alone, and to read print scores. Notwithstanding literally unbounded admiration for his teacher, David Wood referred to above, upon beginning lessons with his first blind pupil, Maitland played church services from memory over a period of months just to reassure himself that blindness, per se, is no prohibitive barrier. Significantly, his three blind students subsequently held church positions, and two of them have appeared in professional recital—an ingredient of success for blind aspirants in our field, as in all others, is confidence predicated on experience.

During an American tour in '26, Alfred Hollins played the huge organ in Wanamaker's Philadelphia store. To merited acclaim Dr. Hollins responded that laurels ought to be divided three ways because,

*Visually Handicapped.

throughout the program, an aide at each side of the executant had negotiated registration. (At this juncture, one who has heard that same instrument scores of times can't forego the catty observation that, all too often, with or without assistants, more varied registration would have been welcome.) While the blind performer is subjected to greater mental and nervous exertion in coping with unfamiliar organs, mechanical devices for changing stops minimize his actual disadvantage. Moreover, little occasion to worry about complexity on the Wanamaker scale, since the organ in Atlantic City's Convention Hall is the only other contender for the world's heavy-weight championship.

Venturesome programmers might regret the dearth of embossed pre-Bach and contemporary American items, transcriptions and novelties. Of course, home-work is the ready answer to any such dilemma.

Travel, an integral factor, entails unusual expense for the blind concertizer, an added liability that is by no means fatal.

Organ recitals are less popular than their counterparts in other branches of music, witness the lower fees they command. Nowadays, an agent is well-nigh indispensable; the management that promotes most top-flight American recitalists and visiting virtuosi from abroad requires a retainer of one thousand dollars before bookings start. Small wonder that even the ablest performers, almost without exception, look to church positions for steady, if seldom lavish, incomes. Furthermore, glamorous though it may seem, an organist can be ill-suited or disinclined to recital work, and, at the same time, be a church musician par excellence.

Here, too, the blind participant has his own troubles. He will of necessity spend more energetic hours than his seeing colleague in the preparation of services he must play and conduct from memory. Cues and timing will be specially dealt with if his order of service is liturgical. From American and foreign embossers, a fairly comprehensive repertoire is available; on the other hand, no combination of braillists could conceivably supply our varied individual demands: every one of us will inevitably devote time, and probably hard cash, to filling in the gaps. Appropos of embossing, I have often wished that printers in this country woud adopt the English procedure of indicating, in the braille accompaniments of choral pieces, the corresponding page and line in the print scores.

Some maintain that the blind organist fares best in a church of his own denomination. My personal experience, for what it's worth, discounts that theory. A Roman Catholic, I played for twelve years in a church of another faith, and, of approximately a hundred paid recitals, only two have been under Catholic auspices. It goes without saying that, regardless of personal religious tenets, one is bound by professional ethics to contribute his utmost to the musical phase of that form of worship for which he is engaged. In favor of long-term planning, the blind organist should be choirmaster; failing that highly preferable setup, cordial collaboration with the director is a *sine qua non*.

A church connection can be a twofold boon to private teaching, upon which most organists rely for supplementary income. Churches are usually willing to grant free use of facilities for teaching purposes. Professional status serves to attract pupils from among the congregation. Another source of revenue ostensibly open to the visually handicapped, and tying in nicely with church work, is that of playing in so-called funeral homes.

We must consider, however briefly, the impact of those electronic instruments euphemistically dubbed "organs". The aesthetics of the case may be debated elsewhere; our discussion is confined to the economic angle. These instruments, particularly the Hammond, offer inviting opportunity in the entertainment field; musicians with meager equipment in an academic sense are making big money, and I'm delighted that a few of my blind friends and erstwhile students are partaking of the spoils. It follows that sustained success in this direction is contingent upon a genuine flair for popular music, and being "a good mixer".

We doubtless agree that the problems of the blind organist are challenging; yet we all know that hundreds of our resourceful blind brethren have licked their problems,

unique though they be, to the entire satisfaction of all concerned. I submit that it is not unreasonable to assume that the percentage of failures among employed visually handicapped organists is appreciably smaller than with the sighted, precisely because the blind man realizes it ill behooves him to muff his present chance lest another never be forthcoming. Ironically, many—too many—capable blind organists are denied their right to tackle the routine problems in that, through no fault of their own, they are stymied by the one major problem: that of securing the all-important *first* chance. In England, the National Institute for the Blind helps worthy candidates obtain posts; a French agency gives similar aid. Is it mere coincidence that, in this country where no comparable service has thus far moved in their behalf, the plight of blind organists, in the aggregate, is such a sorry one?

Some say the sufficiently aggressive will gain their own entree, and, to be sure, Scripture advises: "He that is whole hath no need of a physician." But the Good Book certainly does not gainsay the doctor for the vast majority of us frail mortals. Just about all forty-eight states now maintain federally subsidized placement agencies for the blind. Why should not organists share the benefit of this tax-supported program?

Occasional institutes or workshop sessions could be made valuable to neophytes and veterans. In all likelihood, the editor of the Braille Musician would enable us to exchange useful hints on our work through that magazine. But history itself eloquently testifies to the paramount need: help on the one really crucial problem of getting started.

Finally, I daresay this paper offers nothing that every interested person hasn't long known, and perhaps that means platitudes and clinches should make way for positive, constructive action. Mr. Chairman and friends, let's get organized!

OPPORTUNITIES AND PROBLEMS OF THE SIGHTLESS MUSIC TEACHER IN A SCHOOL FOR THE BLIND

*JOHN MELDRUM

Director of Music, Oklahoma School for the Blind

The primary purpose of a paper such as this is to present the material involved briefly and succinctly, thus leaving ample time for discussion and the consequent presentation of the views and ideas of others, which may well prove much more valuable than those to be expressed here.

That blind people have problems peculiar to their handicap cannot be gainsaid; but that they have possibilities and the potential to solve such problems is too often forgotten by those from whom they seek employment, even by some superintendents of schools for the blind. The blind themselves are frequently guilty of this emphasis. We are apt to complain about not being accepted by the seeing when the real trouble lies in the fact that we do not actually accept ourselves as being fully capable of doing what we seek to accomplish.

Let us therefore dwell on the potentialities of the blind musician to fill a position as teacher of music in a school for the blind, limiting the discussion of problems to that necessary as a background for their solution. Most of what is to follow is drawn from experience and observation gleaned from 28 years as Director of Music at the Oklahoma School for the Blind.

Conditions and attitudes have changed considerably in work for the blind, as in most other fields, during this interim. When we came to the Oklahoma School for the Blind in September 1923, some exposure to the study of music was deemed almost compulsory. All pupils, unless suffering from an additional handicap which made it impractical, were, as then expressed, "given a chance at piano." All were required to sing in some sort of chorus, voice or no voice, ear or no ear. Today, music is considered practically an elective, even among students in the lower grades; and those with little ability are discouraged from continuing long in the department if, indeed, they are ever

*Visually Handicapped.

permitted to enter it. Taken by and large, this is a healthy trend, sound both artistically and economically. It stems from a realistic view of the false premise, formerly held by so many, that all blind people are, per se, musical. It comes also from the opening of new avenues of work for the blind, which affords enlarged opportunities for them to develop a means of earning a livelihood. On the other hand, this philosophy frequently discourages students with real talent who become frightened by fear of unemployment even though music may be their most obvious field.

This digression is intended to show that the blind music teacher who assumes a position in the music department of a school for the blind must be, first of all, adaptable to change. This is a difficult attribute to acquire, for one's artistic ideals often become involved and the necessity to compromise them is apt to result in emotional conflict that is hard to resolve. Furthermore, such a person must be able and willing to conform to school policies and to back up the school administration in its conduct of them. Should he become director of music, he must be able to integrate the department into the school as a whole so that it will function smoothly and effectively with other departments, for friction among units is detrimental to the entire organization. The applicant for such a position must have professional qualifications of a high order: his musical education must be as broad as possible, backed by sound academic learning, and attested to either by a degree from an accredited university or conservatory or by equivalent study under recognized private instructors. He should be proficient as a performer in at least two branches of applied music: piano and organ, piano and voice, piano and strings or small instruments. In addition, he must be able to give instruction in theory on the high school level, and must be capable of conducting a high school chorus. As director of music, a most difficult requirement is the capacity to supervise one's assistants in their work. This demands tact and intelligence, consideration and understanding, for a teacher shorn of his individuality and enthusiasm by an overbearing supervisor becomes discouraged and discontented, thus being in no position to stimulate interest in music or in anything else. Granted that certain basic materials should be required to be taught, beyond this point the assistant teacher should be permitted to select his own teaching material so long as it is in good taste and produces satisfactory results.

The blind music teacher must, above all, remain abreast of the times, and should keep himself informed in the matter of new publications in all branches of music. He must not allow his perspective to be limited or his awareness of modern techniques and idioms to be dimmed by dependence upon the very definite scarcity of such material currently being produced by our Braille music presses. This regrettable condition should be made a subject for special study by those concerned with the advancement and professional status of the sightless musician.

As for teaching methods, they do not differ materially from those employed by the sighted instructor. Both blind and seeing music teachers in schools for the blind should be thoroughly familiar with all styles of Braille music notation, foreign and domestic. Such knowledge makes it possible to use Braille music from all presses and to broaden the selection of compositions available for teaching. It also enables the teacher to familiarize his pupils with the various methods of memorizing that are involved in shifting from one style of Braille music to another. This is of the utmost importance to the person who expects to make music a vocation, or even an avocation.

In the teaching of piano there is the problem of developing proper hand position and of insisting on correct fingering and careful phrasing. The blind music teacher seems to be at a disadvantage in developing the use of various touches by his students. All these matters can be clarified for the student if the instructor will allow him to watch his movements while demonstrating the passages under discussion, by the instructor's observing through tactual contact the position and movement of the pupil's hands and arms and by other devices that will occur to the resourceful teacher. The amount of such contact depends upon

the effect it has upon the student. Some students have a tendency to become tense when examined by the teacher while others welcome such aid. Some have a psychological aversion to being touched while playing, and others will invite the opportunity to examine the teacher's hand position, fingering, and movements of arms and wrists in octave playing, chords, etc. Here again, tact and intelligence are the guiding factors as to how far to proceed in this direction.

The blind teacher who is a performer has the advantage of knowing in advance certain problems that are peculiar to the totally blind student, as well as to many with certain types of partial vision. We refer here to the problem of distance playing and, among some, the lack of muscular coordination. There are certain very fine exercises, developed by Guy Maier and others who teach contact playing, that have proved very successful in developing the ability of such students to execute skips accurately. These exercises are based on the diminished seventh chord, although any type of chord may be employed for this purpose.

The blind music teacher must be capable of memorizing in advance all compositions to be taught, for only so can he hope to function adequately in checking errors and in teaching correct methods of memorization. In the case of very elementary music it is possible to follow from the Braille text. The "bar over bar" style of writing seems best adapted to this situation, while "bar by bar" appears to be the least feasible. The teacher must be thoroughly aware of tonal patterns, recurrent figures (such as sequences), and chord forms. The sightless student, in his playing, must be taught to recognize the importance of such matters since, without developing an especially vivid keyboard sense, his playing or teaching of compositions of any degree of difficulty would be impossible. The same approaches and techniques, with obvious modifications, apply to the teaching of organ.

It is possible for the blind instructor to conduct the school chorus with considerable success. This may be accomplished in three ways:

The chorus may learn by "sightreading" from Braille texts, a method employed in a few of our schools and one which seems pedagogically the most sound, but which is definitely impractical unless the school possesses its own stereotyping department so that desired material may be Brailled upon request. For this method to be successful, instruction in "sightreading" must commence in the primary grades, as indeed it should regardless of whether it is to be used in chorus or not. One serious disadvantage to this method is the time consumed in distributing and taking up the music, plus the necessity of keeping it in order for future use. As we all know, time is at a premium in the schedules of schools for the blind these days and hence must not be dissipated.

Another method is for the blind teacher to play the parts at the piano which, while perfectly possible, causes him to divide his concentration among playing, listening, and maintaining discipline. However, if an expert sightreader and accompanist is not available, the blind conductor must be in a position to assume this responsibility which also implies the capacity to play accompaniments at either the piano or organ.

It appears to us that the most practical method is for the blind conductor to have the assistance of a competent, flexible, and intelligent accompanist; one who can read parts and accompaniments smoothly and, above all, rhythmically, and who can respond quickly and accurately to directions for starting and stopping. This enables the director to move about among the various sections of the chorus, to give assistance by singing each part, in his best falsetto for the upper parts if it be a male, and to insist from the very beginning of memorization upon proper attacks and releases in each individual part.

This practice gives security to the singers and contributes to a finished performance of the work being studied. When the parts have been learned and combined, the director is in a position to give his full attention to precision of attack and release, nuances of shading and color, and the projection of the meaning of the words. Where *a capella* singing is involved, as it should be to a considerable extent, it is surprising what can be achieved through specific directions oft repeated and consistently insisted upon.

Any choral conductor worthy of the name must precede his presentation of a choral work to the group with a thorough study of the composition involved and this applies to the blind conductor with special emphasis. A high school chorus of blind and partially blind boys and girls is critical in the extreme: it will not tolerate sloppy instructions and loses confidence in the director who is not sure of his ground. The members seem to take delight in finding one similarly handicapped in error, for such a condition seems to build up their own ego and to produce some sort of emotional and psychological satisfaction within them. We believe this attitude prevails with regard to any work attempted by a sightless instructor in a school for the blind.

The director must also be prepared to accept the help of his sighted assistant in placing the chorus on stage so that the very best appearance possible may be presented to an audience. He should accept any offers of help where sight is required graciously and tactfully.

As for the discipline of a large group, the best advice we can offer the blind teacher is to keep ever in mind the importance of a proper sense of values: do not make enormous problems of mere incidents of misconduct and the students will soon tire of small annoyances.

The band at O.S.B. is conducted differently. The members practice individually twice each week and Braille music is used for memorizing parts. This practice is supervised by a sightless instructor who goes from room to room helping each individual as the occasion may require. Much of the Braille music used is transcribed by this same resourceful teacher, who assists the band director by presiding at the piano during full rehearsals and at public performances. This method has proved imminently satisfactory and an excellent ensemble has been the result.

The introduction of sight-saving into many of our schools makes it imperative that the blind music teacher who hopes to hold a position in such a school be able to teach from the staff. This condition is made more complicated by the necessity to recognize borderline cases and to decide upon the type of print to be used in this work. Here is another instance where the blind teacher must accept the advice of a sighted instructor.

The teaching of music theory, harmony, counterpoint, form and analysis, music history, and appreciation does not, we feel, present any special problems to the blind instructor. We do need a text on contemporary harmony from the American Printing House or some other Braille press.

The cry constantly goes out that we teach more "popular" music in our schools. Because of the transient nature of this music, no Braille press in this country has felt it wise to publish in this field. In its "Announcement Supplement" published monthly in Braille and circulated free of charge in this country, the National Institute for the Blind, London, lists a limited amount of light music under the heading "Dance Music." We need access to some such material in America. Until this is brought about, both blind and sighted teachers in our music departments are forced to depend on their own ingenuity in meeting this demand.

It is understood that when superintendents of schools for the blind consider the applications of music teachers, they rightly demand that the candidate have a certain amount of apprentice training in the form of previous teaching experience. At the Oklahoma School for the Blind, we give a course in teacher training which requires piano students to teach a sighted pupil from the city of Muskogee for two years, under competent supervision. This could scarcely be expected to meet the demand of school superintendents for apprentice teaching, but it does serve as a beginning in this direction.

We are committed in the title of this paper to say something about the opportunities for blind music teachers in schools for the blind: Agencies for the blind, when called upon to render financial assistance toward the higher education of a blind music student, give it as their considered opinion that the best opportunity to which such a student can look forward, for economic security in the field of music teaching, is in a school for the blind. They are also quick to point out that such opportuni-

ties are limited by the fact that there are not very many such positions available to either blind or sighted teachers. Such agencies direct attention to the fact that blind music teachers, once having secured such a position, tend to hold on to it and hence the turnover among such teachers is practically nil. Take the Oklahoma School for the Blind as an example. We have two sightless music teachers on our staff. One has held her position for 32 years, the other his for 28 years. Meanwhile, sighted teachers have come and gone.

There are many facets of this subject, not here touched upon, that will occur to an informed musician. We have attempted to express confidence in the blind music teacher by outlining various phases of teaching at schools for the blind, that he may accomplish with success. It is hoped that what has been said so briefly here may provoke others to think a bit more clearly concerning the potentialities and qualifications of the competent blind music teacher. We believe that this field offers to him opportunities for artistic satisfaction of a high order. We feel that, through service to those whose handicap he shares, compensation will come that will be far greater than could be derived from any pecuniary reward he might receive from a far more lucrative vocation.

METHOD OF TRANSCRIPTION FOR POPULAR MUSIC IN THE PROVINCE OF QUEBEC

*ROBERT ROBITAILLE

Music Transcriber, Montreal, Quebec

For several years now popular music has been becoming more and more extensive. It offers our musicians a very comprehensive field of action. For this reason we have adopted a method of transcription requiring less space and permitting rapid and easy deciphering.

Our method is a combination of various systems, among others that of Mr. "Connie" Anderson to whom we are particularly indebted. We have also modified and adapted his suggestions with those of our own musicians, who are qualified in this matter.

1. As in the Anderson method we employ notes instead of letters, which happy idea was devised by the Author.

2. Following Mr. Anderson's example, we utilize the note value to determine the duration of the chord.

3. Also, as in the method, we have maintained the signs for the following chords: major, minor, sixth, dominant seventh, minor seventh, ninth and augmented. All these signs have been well thought out and evidence the competence of Mr. Anderson.

4. We thought it a good idea to change the sign for the diminished chord by placing a D (below) figures 256., reserving in this way the fifth and all other interval signs for special cases. For seven major we use the F (below) figures 235.

5. We divide a musical selection in such a way as to have each indication plainly in evidence. Ex: a chorus of 32 measures would be divided thus: 16 measures; indented (centre of the piece) 8 measures; indented (da capo or special finale) 8 measures.

6. Contrary to Mr. Anderson we take into consideration the key signature not only for the melody but for the chord as well.

7. We do not use the sign for the right or left hands; the copulative sign appears to include a contre-chant or a base obligatto. Each measure of the melody is followed by its respective harmony united by a hyphen. This was taken from an Italian Braille revue "FARO", which publishes monthly selections of popular music.

8. Where the harmony is prolonged by a rest of one measure, we omit the repetition sign.

We do not always indicate the signs for repeat or first ending, preferring to leave these details to the initiative of each; however, upon request all this could be carefully noted.

For the moment our method is almost per-

*Visually Handicapped.

fectly suited to the needs of our musicians. We already have a library of more than 1500 selections transcribed in this system.

We receive all "Standards" and the "hits of the day". . . in this way our musicians have the privilege of being up to date.

POPULAR MUSIC

* CONNIE ANDERSON
Musician, Columbus, Ohio

I have been requested by Mr. Treneer, Chairman of the Music Section of the AAWB, to answer some questions concerning my New Method of transcribing popular music into braille, which was presented to him by the Joint Uniform Braille Committee. Mr. Treneer probably feels that I am the one who is best qualified to answer these questions, because I not only originated this New Method, but I have also been sending popular music transcribed by this system to interested blind musicians in the United States and Canada. I will try to do my best to answer these questions.

(1) How useful is the Anderson system, and for what purpose?

This system is the most practical method of transcribing popular music into braille that has been invented up to the present time. The purpose of this system, is to make popular music available to the blind, in a form that is very easy to read, and requires less space. A 32 bar song, which is fairly standard length, occupies but 14 lines of braille, with the top two lines devoted to the title, signature, and rhythm. This same number written in the other braille music system, would occupy about 64 lines. I can transcribe as the music is dictated and produce a number in about ten minutes. A good professional blind musician can look over a number for a few minutes and then play it without any rehearsal.

(2) How wide-spread has the system become?

There are over 70 blind people in the United States, and several in Canada, receiving popular music transcribed into braille by this system. Their reaction is very favorable, and I have received many fine compliments. I am positive that there are many other musicians who would be interested in receiving popular music written by this method, if they knew it existed, but I do not desire any more publicity at present, because I have more than I can take care of.

This system has been endorsed by Mr. Ritter, Consultant on Special Aids and Appliances, American Foundation for the Blind, after he had it examined by professional blind musicians in New York. Everyone else who has seen it thinks it is very fine, but no one as yet has been willing to finance this project. I not only had to originate the system, but I also have to finance the project, and it is operating at a big loss, even though the blind are charged a small fee which helps to cover the cost of labor, and mailing expenses. I have to work at other things in the music profession in order to make a living, and so I do not have the time to expand this project. If it is to ever become larger, I will need financial help, so I can devote all my time to this work. I started sending popular music to the blind in September, 1950. If I do not receive any financial aid by September, 1951, I will be forced to discontinue this service entirely.

(3) Is the system so devised that it does not confuse users of our present braille music notation, but rather may be used for special purposes?

This system does not change anything in the present braille music notation, and will not confuse any musician who might desire to read both methods. The right hand of a piano score written by this system, uses the present braille music notation, but many confusing signs are eliminated. For the left hand of music written by his method, a chord score is used, and that is the part I had to originate. As I stated before, this method is only practical for popular music,

* Visually Handicapped.

classical music must be written by the present braille music notation.

(4) Ought it be taught our children in schools for the blind as a part of their vocational training for work in dance bands, etc.?

I know that most of the music teachers in schools for the blind will not agree with me, when I say that this system should be taught in all the schools for the blind. However, most teachers of classical music feel that popular music is harmful for students, but I believe it would have the opposite effect if it is handled properly. It is very important for a good professional musician in the popular music field, to have good classical training, which makes an excellent foundation for his study of popular music. Most students should not start studying popular music until they are fourteen years old. *Pre stated that* the *student* was to make good in classical *first.* If a student knew he could get in the popular music department, provided his grades were good in classical music, he would be more interested and work much harder, and when it was time to enter the popular music department, he would be so interested in his classical music that there would be no question about him continuing with it, and his work would be even better than it would have been otherwise. Since September, 1950, I have been sending out correspondence music lessons to blind people who want to learn how to play popular music, and several of them are doing very well.

(5) Could the system be improved, and how?

There are very few things in this world that are perfect, and so I have been asking myself this same question for the last nine years. I originated this system in 1942, and for six years I had blind musicians in this vicinity try it out. During this period I changed some of the signs, and in 1948, I sent a sample of this system to Mr. Ritter. He had professional blind musicians in New York look it over, and none of them offered any suggestions which would improve the system. In fact, they thought that the system was excellent, and that there was no need to make any improvements. However, when someone comes along with a better system, or a way to improve the one that I have originated, I will be the first to endorse their idea.

In conclusion, I would like to say that we are having a lot of trouble with the music publishers about copyright clearance. Some companies require us to get a permit for each copy of a number that is transcribed, which requires a lot of time spent in writing letters, and also involves extra expenses. I feel that it is all right to be required to get permission for each number, provided we can make as many copies as we need, but to have a get a permit for each copy of a number makes things very complicated. The publishers who are imposing these restrictions, are the largest and most important companies. Popular music should be transcribed and put on sale for the Blind simultaneously, in order that the blind musicians could have the same privilege as the sighted musician. This was one of the ideas I had in mind and the reason I have worked hard to figure the system out.

If there is anything else you would like to know concerning popular music for the blind, write me a letter and I will be glad to answer all questions. Please write in braille, if at all possible.

BANQUET

AND

PRESENTATION OF SHOTWELL AWARDS

MINUTES OF ANNUAL BANQUET

Thursday, June 29, 1951

The Annual Banquet of the American Association of Workers for the Blind was held at the Sheraton Plaza Hotel, Daytona Beach, at 7 P. M. on Thursday, June 29th, 1951, with 368 people seated for dinner and with others appearing later.

Dr. Francis J. Cummings, of Wilmington, Delaware, served as Toastmaster, and introduced Mr. J. Robert Atkinson and Mr. Peter J. Salmon, the other members of the Shotwell Memorial Awards Committee, who spoke in turn and presented the Scroll and the Medal to Dr. Helen Keller. Their remarks and Helen Keller's Acceptance Speech appear below.

During the evening the Secretary-General reported on the attendance at the Convention, which included a total registration of 444 people from 38 States, the District of Columbia, and five Canadian Provinces, with other unregistered visitors also present.

Mr. Roy Kumpe paid a tribute to Florida, again first (for the second time in three years) in the enrollment of new members; also to Arkansas, second this year, and to Canada and New York, tied for third place in new memberships. Registration and membership statistics appear elsewhere.

After the presentation, the gathering was entertained by members of the Daytona Beach Lions Club under the direction of Mr. Harold Zimmerman.

—A.A.

PRESENTATION OF SHOTWELL MEMORIAL AWARD SCROLL

*** J. ROBERT ATKINSON**

Founder, Vice-President and Managing Director of Braille Institute of America, Inc., Los Angeles, California

Dr. Helen Keller, our dearly beloved Helen, highly esteemed friend and associate:

The members of the American Association of Workers for the Blind here assembled have signally honored me today by kindly assigning to me the very rare opportunity of presenting to you in their behalf, on this momentous occasion, the Ambrose M. Shotwell Memorial Award Scroll for Distinguished Service.

Symbolically, sincerely, yes almost reverently, Dr. Keller, this Scroll is distinctly a token of our profound appreciation for, and public recognition of, your sympathetic understanding and distinguished philanthropy

* Visually Handicapped.

in behalf of the blind and of your fellow deaf-blind of the whole world.

Commemorative of this, dear Helen, we have *engrossed* on this Scroll the following, which I will read from a transcription in Braille, as best I can, but confessedly, in no wise as well as you, yourself, could read it.

The words on this Scroll, Dr. Keller, sincerely express our admiration for you and for what you have accomplished for yourself and unnumbered thousands. But words alone, however well chosen, are wholly inadequate to convey to you and to the world, the respect we all hold for you, for your unparalled fortitude, sublime patience and steadfast perseverance in successfully overcoming a seemingly insurmountable handicap, sufficient of itself to cause the hearts of undaunted heroes to quail within them. A double handicap in fact, which would baffle all of us to the point of utter desperation and abject failure were we confronted with it individually as something to be dealt with.

The blind and the deaf-blind for ages to come, Dr. Keller, will ever continue to benefit by your outstanding example of courage and resourcefulness.

To quote in part the words of another great emancipator, our revered Lincoln, Dr. Keller, "the world will little note nor long remember what we say here," but the world, the blind, the deaf-blind and all who are engaged in their welfare, without respect to race, color or creed, can never forget what you have done here—your outstanding achievements and distinguished philanthropy towards the emancipation of the blind and the lonely deaf-blind of the whole world.

Deeply do I appreciate the honor here afforded me to present this Scroll to you, Dr. Keller, and for the privilege as well, of placing my signature on it, as a member of the Shotwell Memorial Committee, together with the signatures of my distinguished colleagues, Peter J. Salmon, Francis B. Ierardi, Dr. Francis J. Cummings and Alfred Allen.

So please accept this Scroll, dear Helen Keller, with our deep love, heartfelt congratulations and sincere wishes for your future success, happiness and well-being.

With this *engrossed* Scroll, we are also presenting a facsimile *embossed* in Braille on parchment so that you may always have it under your finger tips both literally and figuratively. Thus we honor you, Dr. Keller, as I place this Scroll in your hands.

PRESENTATION OF SHOTWELL MEMORIAL AWARD MEDAL

*** PETER J. SALMON**

Chairman, Shotwell Memorial Award Committee, Executive Director, Industrial Home for the Blind, Brooklyn, New York

Tonight we are making history and the full impact of this occasion perhaps will not be felt until it is looked at in retrospect in the years to come. We Americans like to recognize achievement in our fellow man and perhaps no other nation carries this to the extent we do. First there is the politician who recognizes a "good American"—himself. He does a very fine job acknowledging the achievement of the man of his choice. Secondly, there is the gentleman who recognizes another. His recognition is based on a slight monetary consideration. He is the genial public relations man who stays in the background and advances the cause of his "choice". Seriously, there is the third type of person. He is the man who has earned the love and affection of his fellow man not only because of his achievement but because of his outstanding deeds. Such a person is Colonel Baker, a former President of this Association, who was recognized less than two weeks ago by receiving the Migel Award of the American Foundation for the Blind presented to him by none less a person than our guest of honor of this evening, Helen Keller.

It is our avowed purpose tonight to recognize Dr. Helen Keller herself, and yet in so doing we not only honor her achievements but we do great honor to ourselves. Her mere presence amongst us is in itself a distinct honor, and one which we always

* Visually Handicapped.

cherish and look back on with great sentiment and love. It would be out of place to even try to enumerate the many and varied achievements in the life of Helen Keller. Her life has been an open book which has been read and re-read with profit by millions of those who have looked to her as one of the outstanding personalities of the century. It has been a life devoted to the blind and the deaf-blind for whom she has travelled the length and breadth of the United States, Europe, Asia, and, just recently, South Africa. Probably better than any words of mine are the more than 550 telegrams and letters of felicitation and congratulation which have been received and the additional messages that are still pouring in. These are not ordinary messages. They are loving expressions of individuals, agencies for the blind, Congressmen, Mayors, Governors, Members of the Cabinet, Members of the United States Supreme Court, Vice-President and the President of the United States.

The President said:—

"I am mindful of the great contributions made by your colleague in the work, Dr. Helen Keller, and that she is being honored at your convention by being presented with the Shotwell Award for meritorious service to the blind and the deaf-blind in this Nation and the world. Please extend to Dr. Keller my warmest congratulations on the occasion."

Then there was a beautiful letter from a longtime friend and person who has meant a great deal in the life of Helen Keller because of his never failing support, Mr. M. C. Migel, Chairman of the Board of the American Foundation for the Blind:—

"It is my sincere belief that the American Association of Workers for the Blind are to be congratulated upon their decision to honor you with the Shotwell Memorial Award for meritorious service to the blind and deaf-blind, not alone of the United States, but indeed, of the entire world.

Having known you for many, many years, and having observed your tremendous labors, —the boundless energy you have exerted— and the splendid spirit you have shown in securing every possible advantage and benefit for our handicapped friends—it is my firm conviction that no one in the world is more deserving of this tribute than your good self.

Nor do I feel that any recognition or honor within the power of anyone to bestow, could adequately convey the gratitude due you for all the good you have accomplished in uplifting the morale of the blind, the deaf, and the needy and oppressed throughout the world."

A touching message was received from the elder statesman, the beloved Bernard M. Baruch, which we quote only in part:—

"By her courage, gentleness, determination and example, she has earned a unique position in the annals of humanity."

Also from Thomas C. Clark, Justice of the Supreme Court, from whom we quote briefly:—

"As one who has read for many years of your unselfish work and has admired your many successful accomplishments, I am proud to extend to you my best wishes and sincerest felicitations."

Mrs. Eleanor Roosevelt added her words of warm congratulations:—

"I am delighted that Dr. Helen Keller has been selected as the recipient of the Shotwell Memorial Award. I have long had a great admiration for her."

The American Association of Instructors of the Blind writes:

"Your service to the blind of the whole world and especially on behalf of the deaf-blind have been the inspiration of workers for the blind through the years. As President of the American Association of Instructors of the Blind I send you sincere greetings."

A Resolution adopted by the Board of Directors of National Industries for the Blind recalled the great help given to the workshop movement by the passage of the Wagner-O'Day Act, and also the important part played by Miss Keller in her contact with Speaker Blankhead who had infinite trust in the sincerity and judgment of Miss Keller. The results from the passage of this Act have been of the greatest importance to the workshops for the blind in the United States. The message of National Industries was signed by Mr. C. C. Kleber, General Manager.

There was a very fine message from the Vice-President of the United States, Alben W. Barkley. In part he says:—

"The name of Helen Keller is synonymous with courage. It would be impossible to fathom the great service you have rendered to your fellow man. Your whole life has been a source of inspiration and you have won the gratitude and admiration of thousands of people in every country in the world."

It is a most difficult task to determine which telegrams and letters to read and which not to read because of the limitations of time. Many other messages equally as touching and gracious as those presented, and some of even a more personal nature, have been received, and I feel I am neglecting many people by not being able to present their messages, but it would take many hours to do so. A most outstanding message comes from one who is greatly beloved by all workers for the blind, Mr. Stetson K. Ryan, Executive Secretary of the Connecticut Board of Education of the Blind. "I feel that this message represents Helen Keller as we know her", viz:—

"Good and faithful genius of the Jericho Road, who has never permitted the impulse in your soul to serve humanity to descend to mere routine—we hail you as a valiant soldier in all that enriches and ennobles human life. Down in the soul, where the real man lives, you have loved your neighbors; and you have shown us that you are capable of being loved.

We have heard you say that you are 'young within', and we know that you have forged a place for happiness in the indestructible spirit. Thank you for unpacking your singing heart in our presence, and placing before us the milk of human kindness."

ACCEPTANCE SPEECH

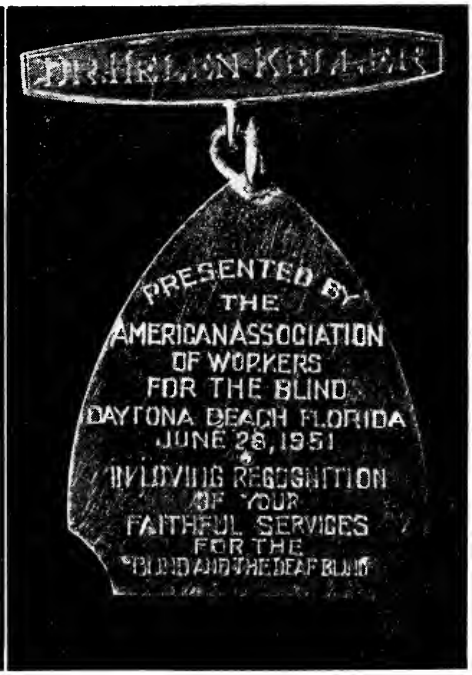
* HELEN KELLER

Mr. Salmon, Mr. Atkinson, Dr. Cummings, Mr. Ierardi, Mr. Barnett, and friends. On this occasion I experience the greatest pleasure in meeting you again, you members of the American Association of Workers for the Blind. We have not met often but I am glad to see your work growing and reaching into an ever-increasing number of shadowed lives. With this thought throbbing warm in my heart I thank you for conferring the Annual Shotwell Award upon me.

With wonder and with deep emotion I have learned how my friends and many people whom I have not seen have sent me warmest congratulations, beautiful letters and messages of encouragement in the work upon which my life has centered. I have done only what my affection for the sightless demands of me but if you think that the Award is at all deserved I am truly proud.

Not only am I touched by this token of your friendly appreciation—I am animated by loveable memories of Ambrose Shotwell whom I met and from whose personal remembrance I derive fresh inspiration for my own endeavors. I like to think that his dream of a better world for the sightless is being fused with new life, and taking concrete shape now and here by what happened some years ago through your Convention, when the blind people expressed a desire for a national agency, and the American Foundation for the Blind was born. But you did not stop there—vigorously you have pulled your plow into hard soil in an effort to unify the capable blind of America and raise their standard of execution. As critics among you have said, we need larger numbers of men and women without sight who are well drilled in the profession and able to lead the other blind into accomplishments. Through programs, public and private, you have made our movement part of social statesmanship occasioned by the wish to put into practice democratic ideas and high concepts of human welfare. Only we who cannot see can grasp the deep black

* Visually Handicapped.



realities of blindness and fight successfully the almost universal belief that the world must be ruled altogether by the seeing. Only if the qualified blind assume more responsibility for the less able ones will the seeing be aroused to the understanding and expression that shall bind us together in mutual rehabilitation. Again I thank you.

American Association of Workers for the Blind

LUX EX TENEBRIS

To Dr. Helen Keller

Life-long world ambassador and universal champion of the blind and the deaf-blind, your understanding of whom has been wrought out of deep personal experience which adds authority to the loving appeal of your eloquent words. Your selfless soul, your courage, zeal and tact, and your great love have brought new hope and determination to the blind and the lonely deaf-blind.

Your faith has thrilled and inspired peoples the world over.

With gratitude we salute you our dear Helen Keller and with deep love and appreciation we present you with the

Ambrose M. Shotwell Award

at Daytona Beach, Florida, on this twenty-eighth day of June, 1951, and have hereto affixed our signatures.

Shotwell Memorial Awards Committee

Peter J. Salmon
Chairman

Francis B. Sewell
President

J. Robert Atkinson
Member

F. J. Cummings
Member

Alfred Allen
Secretary-General

REPORTS OF COMMITTEES

REPORT OF NOMINATING COMMITTEE

ALFRED ALLEN
Secretary-General, A.A.W.B.

In accordance with the provisions of Section V of your By-Laws, your Board of Directors, serving as your Nominating Committee, places in nomination for your consideration the following slate to serve as your Officers and Executive Committee until 1953:

President, Roy Kumpe, Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas.

First Vice-President, Captain M. C. Robinson, National Director for Western Canada, Canadian National Institute for the Blind, Vancouver, British Columbia.

Second Vice-President, Everett R. Steece, Administrative Assistant, Services for the Blind, State Department of Public Welfare, Columbus, Ohio.

Secretary-General, Alfred Allen, Assistant Director, American Foundation for the Blind, New York, New York.

Treasurer, Lemont Hackett, Supervisor, Home Service Department, Maryland Workshop for the Blind, Baltimore, Maryland.

Respectfully submitted,
For the Board of Directors,
(Nominating Committee)
ALFRED ALLEN,
Secretary-General

Following the report, Mr. Roy Kumpe was elected unanimously, to serve as President until 1953; Capt. M. C. Robinson (122 votes) was elected First Vice-President over Mr. Aubra Hurt (59 votes) who was nominated from the floor; Mr. Joseph F. Clunk (132 votes), nominated from the floor, was elected over Mr. Everett R. Steece (45 votes) as Second Vice-President; Mr. Alfred Allen was re-elected unanimously, as Secretary-General, and Mr. Lemont Hackett (100 votes) was re-elected over Miss Julia Lawson (79 votes), nominated from the floor, to serve as Treasurer.

REPORT OF THE BOARD OF DIRECTORS

ALFRED ALLEN, Secretary-General, AAWB
Assistant Director, American Foundation for the Blind, New York, N. Y.

In presenting this report of its stewardship of your affairs since we last met in Salt Lake City, a year ago, your Board of Directors wishes to express its pleasure and thanks to those of you who are met together for this twenty-fifth convention.

Soon after adjournment of the Salt Lake City convention, your President appointed the necessary Committees to continue the work of the Association, and the Board at this time wishes to express publicly its thanks to the members of the Legislative Committee, the Standing Committee on Music, and the Membership Committee, all of whom have worked hard in the discharge of their duties. Thanks are also due to the members of the Shotwell Awards Committee, whose responsibility it was to select the recipient of this year's award. The Board wishes also to thank all those who have served as members of the various committees concerned with this year's convention arrangements; and it further wishes to thank the 48 State Chairmen who have assisted the Membership Committee in working so hard to build up the membership. In this connection it is a pleasure to report that as of today membership for the year 1951 stands at 724 compared with 708 in 1950. This is the sixth successive year during which total membership has increased. Individual honors for new members go to Florida (for the second time in three years) with 36. Arkansas, with 13, places second this year, while Canada, third last year, ties with New York for third place, each with 10 new members. There are 165 new members for 1951, which is fewer than for 1950 but there are 559 renewals, which marks an all-time high. A detailed breakdown is attached.

Members of long-standing and doubtless some of the newer members will know that the American Association of Workers for the Blind was instrumental in bringing into being the American Foundation for the Blind. It is therefore a source of gratification to be able to report today that at its recent meeting of the Board of Trustees, and upon the urging of Mr. M. Robert Barnett, its Executive Director, the Foundation voted to elect to its Board of Trustees the Presidents of both the A.A.W.B. and the A.A.I.B. This is a signal honor for the A.A.W.B. bringing as it does this closer liaison between the largest professional organization for the blind and the largest service agency for the blind in the United States.

The Board wishes to thank you for your loyal support during the past year, and pledges its continued efforts in your behalf.

Respectfully submitted,
For the Board of Directors,
ALFRED ALLEN,
Secretary-General

(Col. E. A. Baker, seconded by Mr. Stanley Wartenburg, moved the adoption of the report and the motion was carried unanimously.)

REPORT ON NECROLOGY COMMITTEE

***JOSEPH JABLONSKI, Chairman**
St. Petersburg, Florida

Let us pause in our deliberations at this, the 25th convention of the American Association of Workers for the Blind, and reflect upon the past which has been brought so forcefully to our attention by the passing of several members within our organization, and those who have made outstanding contributions in the educational, economic, and social areas of our work. Their faith and devotion to our cause will long stand as a beacon of hope to those in need. Let us also remember all those who by their vision and faith have helped to make this organization a living example of their faith in the future.

We are indeed fortunate to have been left with such a wealth of constructive thought and achievement as may be found in the "proceedings" of other conventions. Let us in these troubled times review the life work of our deceased members and renew our efforts to the end that we too may add to this wealth of achievement.

Among those who have passed on since we last met are:

Mr. Frank C. Bryan
Mr. Thomas W. Bingham
Miss Fleda Chamberlain
Mr. John B. Curtis
Mr. O. E. Day
Mr. Harvey D. Gibson
Mr. Franklin F. Hopper

*Visually Handicapped.

Miss Madeleine S. Loomis
Miss Ivie M. Mead
Mrs. Nelson McCormick
Mr. Spencer Phillips
Mrs. Louise B. Roberts
Mrs. Grace Ennever
Miss Mary Melvin
Mr. Robert C. Schaeffer
Mr. B. H. Rice
Miss Jane Waska

On January 11, 1951, Mr. Frank C. Bryan passed away at his home in Newton, Mass. Throughout his long career in work for the blind, Mr. Bryan devoted much time and effort to the problems of embossing books in Braille. He produced the first interpoint Braille embossed volume in 1897, and led in the development of the power-driven Stereotype machine.

Mr. Thomas W. Bingham passed away in October, 1950. Mr. Bingham served as Executive Director of the Georgia Lighthouse for the Blind and took an active part in the community. He did much to improve the economic and social conditions of the blind of his state. His passing is a great loss not only to the Lighthouse at Atlanta but to all who knew and worked with him.

Miss Fleda Chamberlain passed away on December 28, 1950. Miss Chamberlain will be missed not only by teachers and former pupils at Perkins Institution but by her many friends throughout the United States. She will be remembered as a person who was able to spread hope and good cheer wherever she went.

On February 17, 1951, Mr. John B. Curtis passed away in Chicago. Mr. Curtis attended both the Illinois State School for the Blind, and the Public High School of Chicago. After graduation from the University of Chicago he joined the teaching staff of the State School for the Blind. He believed that blind children should attend public schools within their community, and to this end, Mr. Curtis pioneered in the organization of the first Braille classes and later Sight Saving classes in Chicago.

Mr. O. E. Day passed away in May, 1951, in Harrisburg, Pennsylvania. Undaunted by the loss of vision while building up a career as an engineer, he determined to put his knowledge to work in the interest of the blind. As Director of the Pennsylvania State Council for the Blind, he was able to streamline the activities of this organization to the point where all could benefit by the help given to the needy blind.

Mr. Harvey D. Gibson passed away on September 11, 1950. As a trustee of the American Foundation for the Blind he did much to further the cause of the deaf-blind by aiding in the establishment of the Helen Keller Fund which is doing so much good for this group throughout the United States.

On November 29, 1950, Mr. Franklin F. Hopper passed away after devoting much of his busy life to the interests of others. He served as a Trustee, and for a time as Vice President of the American Foundation for the Blind. As head of the New York Public Library, Mr. Hopper was truly interested in the problems concerned with reading matter for the blind.

Miss Madeleine S. Loomis passed away on August 16, 1950. Miss Loomis will long be remembered by Home Teachers and all those others using her many books on the teaching of Braille. During her long career she published ten books on this subject and by so doing helped to standardize the teaching of Braille throughout the United States.

On October 17, 1950, Miss Ivie M. Mead passed away after an active career in work for the blind in two states. She served as Home Teacher with the Connecticut Board of Education for a period of twenty-five years. For a time she was also associated with the Arthur Sunshine Home for blind babies. Miss Mead will be long remembered by those who were privileged to know her as a Home Teacher and as a friend.

Work for the blind in the United States sustained a great loss in the passing away on January 10, 1951, of Mrs. Nelson W. McCormick, Director of the Detroit League for the Handicapped. Mrs. McCormick was sincerely interested in all handicapped persons and was thus able to understand the problems of each group and in so doing was able to integrate her many services to the benefit of all.

Mr. Spencer Phillips passed away in October, 1950. Mr. Phillips served as Superintendent of the Louisiana State School for the

Blind, and continued this interest after leaving the School. He will be missed by those former pupils and teachers who worked with him at the school.

On December 1, 1950, Mrs. Louise B. Roberts passed away in Cleveland, Ohio. Mrs. Roberts served as head of the Library for the Blind within the Cleveland public Library since 1934. During this time she made many friends by her prompt and efficient service.

Mrs. Grace Ennever, Head Home Teacher at the Braille Institute of America, passed away March 18th, 1951. The problems of the deaf-blind were her special interest. She will be missed by her colleagues and a host of pupils and friends.

Miss Mary Melvin, Home Teacher for many years in the State of Washington passed away at her home in Walla Walla on May 31st, 1951. Her sudden death cut short an active career in work for the blind.

Mr. Robert C. Schaeffer passed away in December, 1950. Mr. Schaeffer was an Electronics Engineer at the Braille Institute of America and in this capacity conducted exhaustive research and experimentation in the area of foot-travel in safety by means of Radar principles.

Mr. B. H. Rice passed away on May 25th, 1951. At the time of his death he was employed as Vocational Counsellor Services for the Blind in the State of Tennessee. He will be greatly missed by all those who had the good fortune to profit by his help and counsel.

Miss Jane Waska passed away in May, 1951. She had been employed by the Hadley Correspondence School as teacher of Braille short hand. Miss Waska was an example of what can be accomplished by a person having a number of physical handicaps.

Respectfully submitted,
HULEN C. WALKER
MISS MARJORIE BENNETT

JOSEPH JABLONAKI, Chairman.

(Following the reading of the Report, the Convention stood for one minute in silent tribute to our departed colleagues.)

REPORT OF AUDITING COMMITTEE

EVERETT R. STEECE, Chairman

Supervisor, Division of Social Administration, State Services for Blind, Columbus 15, Ohio

Your Auditing Committee, consisting of Edward J. Waterhouse, Frank A. Wrench and Everett R. Steece, was appointed by your president for this Convention. In accordance with instructions received, we have examined the record of Income and Expenditures, General Fund (as prepared by your Treasurer, Mr. Lemont Hackett). The balance in the bank, as of June 30, 1951 has been reconciled with a statement submitted by the Union Trust Co., Bank of Baltimore, Maryland, and we wish to report as follows:

REPORT FOR PERIOD

July 1, 1950 through June 30, 1951

GENERAL FUND

Cash balance in bank July 1, 1950			$2489.01
U. S. Government Bonds, Series G (20)			2000.00
INCOME			
Membership Dues 1950	$ 400.00		
1951	3275.00		
1952	10.00		
		$3685.00	
Visitors Registration—1950		79.00	
Sale of Proceedings		112.00	
Advertising in 1950 Proceedings		190.00	
Home Teacher Certification Fees		8.00	
Interest on Bonds, Series G		50.00	
Refund from Shotwell Memorial Fund		18.30	
Total Income			4142.30
Total Cash Resources & Bonds			8631.31
DISBURSEMENTS			
Secretary General Salary (12 mo.)		$ 600.00	
Convention Expense 1950	$ 43.40		
1951	57.80		
		101.20	
Stationery & Printing		142.19	
Honorariums		50.00	
AAWB Proceedings (1950)		1797.36	
Corporate Membership		50.00	
Postage		153.05	
Total Disbursements			2893.80
Balance on Hand June 30, 1951			5737.51
Cash Balance in Bank June 30, 1951			3737.51
U. S. Series "G" Bonds (No.)			2000.00
Total Resources			$5737.51

SHOTWELL MEMORIAL FUND

October 1, 1949 to June 16, 1951

As instructed, your Auditing Committee has also examined expense vouchers and Bank Book as submitted by Mr. Francis B. Ierardi, Chairman of the Shotwell Memorial Fund Trusteeship, and wishes to submit the following report:

INCOME

Balance on July 1, 1949		$2576.29
Receipts—October Dividend (1949)	$ 25.76	
April Dividend (1950)	26.02	
October Dividend (1950)	26.28	
April Dividend (1951)	29.86	
Total Income (1949-1951)		107.92
Total Resources		2684.21

DISBURSEMENTS

Purchase of Shotwell Medal (1951)	$ 80.00	
Testimonial Scroll (1951)	62.20	
Total Cash Disbursements		142.20
Balance on Hand June 16, 1951		$2542.01

Respectfully submitted,

EVERETT R. STEECE, *Chairman*
EDWARD J. WATERHOUSE
FRANK A. WRENCH

(Mr. Stanley Wartenburg moved the adoption of the report, coupled with a vote of thanks to the Auditing Committee and to Mr. Lemont Hackett, Treasurer, and with thanks also to the several agencies and members who have assumed certain expenses involved in carrying on Committee and other Association work. The motion was duly seconded and carried unanimously.)

REPORT OF THE LEGISLATIVE COMMITTEE

*** PETER J. SALMON, Chairman**
Executive Director, Industrial Home for the Blind, Brooklyn, N. Y.

Since the American Association of Workers for the Blind meeting in convention at Salt Lake City in 1950 there has been very little legislation passed by Congress. There is much legislation in committee on which we shall report later and there have been two measures in particular on which we shall report in detail. Your Committee would first like to extend its sincerest appreciation and thanks to Mr. Barnett of the American Foundation for the Blind, to Mr. Allen of that organization who has worked untiringly for the Committee, and to the members of the Association and friends who have helped the Committee in the year in planning for the welfare and interest of the blind citizens of the United States. Your Committee believes that this first year of the second half of the twentieth century requires of us who are charged with planning for the future that we take stock reviewing the achievements of the past half century and planning for the half century to come. Your Legislative Committee has felt that it too must do some restating both of the achievements of the past and the

* Visually Handicapped.

objectives of the future. With this in mind it has prepared an Addendum with this Report which it hopes will receive thoughtful attention of the Convention.

1. *Amendments to the Social Security Act.*

You will recall that in the Salt Lake City Convention your Committee reported on the work that had been done preliminary to the passage of the now famous HR6000, the omnibus amendment which carried the two special provisions of primary interest to the blind and to us who work for the blind. The first of these two amendments was concerned with liberalizing old age and survivors insurance provisions of the Act, and broadened these to include voluntary coverage of most of the workers in our field employed by nonprofit agencies. As you know, this amendment was passed and signed by the President and most of the agencies for the blind in the United States immediately applied for coverage. We still regret that the provision which we sought setting up special disability insurance coverage was never reinstated in the Act and in fact had the opposition of most of the members of the economy-minded Congress. The second amendment exempting the first $50 of earned income in considering grants in aid to the blind also passed Congress and was signed by the President. We feel very proud that this amendment is now the law of the land and we feel too that the American Association of Workers for the Blind is directly responsible for its passage. This measure has been implemented in many of the States by enabling legislation and at the writing of this report fourteen (14) States have already passed legislation either making the $50 exemption immediately effective or setting it up so that it would become effective on the mandatory date of July 1, 1952.

2. *Work Opportunities for the Blind Bills.*

I am sorry to report that the two mandated Bills which this Convention directed your Committee to pursue (Joint Resolution 63 creating a Bureau of Services for the Blind, and the Ives-Keogh Bill written by your Committee in an effort to protect the categorical aid for the blind program in the United States) saw no Congressional action last year. The Joint Resolution has not been reintroduced this year but the Keogh measure has and now appears as HR103, but has still not been acted upon. It seems very unlikely that either of these measures will receive any consideration this year.

3. *The Douglas Bill S1202.*

This Bill which supersedes the one presented by Douglas at the close of last year's session of Congress, S4051, is a very broad measure expanding the Office of Vocational Rehabilitation enormously. While it was in preparation at the time of our last convention, it had not been released for study, and became a matter of much discussion and debate late in the summer of 1950. Your Committee was privileged to present its views on this measure and simultaneously presented its own measure later to be known as the Keogh Bill in an effort to counteract the trend away from our categorical program of aid to the blind. This measure has much support in Congress, and, while it seems unlikely that it will have any preference in action in Congress, it is possible that it may be brought out of committee suddenly. Your Committee will continue to watch this matter and try to protect the services now available to the blind insofar as it is possible under this new legislation.

4. *Miscellaneous.*

Your Committee has been active on a number of additional measures. We assisted in the promulgation of the Price Stabilization Order which, as you know, exempts blind-made products from price ceilings and we are glad to report that Wage Stabilization Order No. 10 later issued also exempts non-profit philanthropies from wage ceilings affecting all other activities.

OVR Appropriation Measure.

Your Committee was active in an effort to secure an appropriation of $23,000,000 for the Office of Vocational Rehabilitation as against $20,475,000 passed by the House of Representatives. Action in the Senate has just been completed as we write this Report and while there has been an increase to $21,500,000, we regret that it did not reach the figure we had hoped. There is still some chance for

compromising this in the Joint Committee of the Senate and the House.

Dirksen Bill S1099—Brownson Bill HR2738.

Your Committee sent a strong letter of opposition to these Bills which were planned to remove the restrictions on local public assistance offices concerning the confidentiality of information relating to the recipients of public assistance. We felt that American citizens should not be subjected to the indignity of the publication of their destitution.

O'Toole Bill HR255.

Your Committee was again active to be sure that the Library of Congress appropriation relating to books for the blind received proper attention. The O'Toole Bill again calls for a substantial appropriation for this purpose and omits the use of the word "adult" in describing the eligibility of blind persons to receive and use talking books. While your Committee did not ask Mr. O'Toole to omit this word it finds itself in complete agreement with him regarding its omission.

Boggs Bill HR3079, Priest Bill HR4212, Williams Bill S1547, Lehman Bill, and Elliott Bill.

These Bills would set up a special temporary advisory committee to survey work for the blind in the United States with an appropriation of $50,000. This committee would make recommendations to the President. This measure was subsequently discussed with Mr. Barnett and Mr. Walker of the American Foundation for the Blind. It is the feeling of Mr. Barnett that this measure affords the opportunity of research and study at federal expense which neither the American Association of Workers for the Blind nor the American Foundation for the Blind could afford and might in effect help us to establish some true objectives for the Legislative Committee and for the American Association of Workers for the Blind itself in that it will determine what the real needs of the blind of the country are. The Legislative Committee recommends favorable action on this Bill.

Boggs Bill HR3508—Bennett Bill HR4232.

These Bills create a new exemption under the Federal Internal Revenue Act for dependents who have attained the age of 65 or are blind. You will recall at the last convention your Committee reported that it had approved this measure. It still feels that it cannot be in opposition to it and will support it if hearings are called on the measure.

In closing may your Chairman add a special word of appreciation and thanks to Mr. Hulen Walker, Legislative Consultant for the American Foundation for the Blind now stationed at the office of the American Foundation for the Blind in Washington, D. C. His work for the Committee has been invaluable and has made the task which your Chairman and members of the Committee bore a much easier one. We feel that the American Foundation for the Blind is to be congratulated both for the establishment of the Washington representative and its selection of Mr. Hulen Walker for this work.

Respectfully submitted,

Alfred Allen
Lon Alsup
R. E. Barrett
Dr. Francis J. Cummings
Joseph Billy Delbridge
Francis B. Ierardi
Dr. Robert B. Irwin
Mrs. Lee Johnston
Roy Kumpe
William Ratchford
Byron M. Smith
Hulen Walker
Peter J. Salmon, *Chairman.*

Addendum

The Legislative Committee of The American Association of Workers for the Blind has in the past acted for the Association on matters relating to federal legislation. From time to time the convention assembled has given mandates to the Committee with respect to the desires of the membership concerning specific legislation. The Committee has cooperated with the American Foundation for the Blind and a number of other organizations and individuals, including, of course, the members of Congress, in an endeavor to obtain the legislative objectives as they understood them for the AAWB. The Committee, of course, makes no extravagant claims of

having been responsible for the enactment of all federal legislation relating to the blind, but the Committee and the AAWB have played a very important part in the development of major legislation that has been enacted during the past fifty (50) years. Those working in the interests of the blind, including your Committee, have been highly successful in obtaining beneficial legislation for the blind so that today we can point out an impressive group of laws on behalf of the blind.

One of the chief reasons for this outstanding success, aside from the natural desire on the part of legislators to do everything possible for the blind, is the fact that over the years we have developed a definition of "blindness" which has made it possible to isolate the problem and to indicate with fair approximation the numbers who are to be benefited at any given time. The scope of legislation has been quite broad and a quick glance at some of the major federal laws shows that we have coverage in the following areas, viz:—(For convenience these have been set up in chronological order with just a brief statement regarding each for coverage or memory.)

1. *The American Printing House Act* of March 3, 1879, an Act to promote the education of the blind through the brailling of books (U.S.C. Title 20, Code 101, Chapter 186, Sec. 10s, 20th Statute 468; amended June 25, 1906, Chapter 2536-34, Statute 460; amended August 14, 1919, Chapter 76-44, Statute 1060; and again amended August 23, 1937, Chapter 736, Statute 744). There was earlier legislation on the same subject in the 1860s which was later repealed.

2. *Transportation Act* of February 26, 1927, an Act to amend the Interstate Commerce Act permitting common carriers to allow a blind person and guide to travel on railroads and busses at one fare (Public Law No. 655—69th Congress—S.2615; amended July 5, 1937 to permit guide dogs to accompany a blind person on such travel (Public Law No. 184—75th Congress, Chapter 432—1st Session—H.R.6049, Act 50, Statute 475 both included in Title 479 of the U.S.Code—Section 22).

3. *The Tariff Act* of 1930 has made it possible to import special books and equipment for use in the printing of books for the benefit of the blind free of duty.

4. *Vending Stands in Federal Buildings*—June 20, 1936. This law was preceded in 1933 by an Executive Order permitting blind persons to operate vending stands in federal buildings and later formalized into this present Public Law No. 732 (74th Congress—H.R. 4688—49 Statute 1559; 20 U.S.Code 1946 Ed., Ch. 6-A). It is possibly one of the most significant steps forward in special legislation for the blind for literally hundreds of blind persons have since been gainfully employed as operators of vending stands in federal buildings.

5. *The Social Security Act*—"Title 10—Aid to the Needy Blind". It is almost redundant to say more here about this Act in view of its importance to the blind in the United States. Public assistance first made its appearance in 1935. The most recent amendment in 1950 exempted the first $50 of earned income before reductions in grants of aid to the blind (Public Law No. 734—81st Congress).

6. *The Wagner-O'Day Act* of June 25, 1938 is an Act creating a Committee on purchases of blind-made products and for other purposes, and has been of greatest importance to the special workshops for the blind in the United States (Public Law No. 739, 75th Congress, Chapter 697, 3rd Session—S.2819—52 Statute 1196; U.S.Code Title 41, Section 46-48). It makes mandatory the purchase of blind-made products by federal departments and bureaus. It has been followed by many State use Acts in the several States setting up identical or similar provisions on a State level. It also calls for the designation of a special agency to handle the allocation of orders which led to the founding of the National Industries for the Blind by the American Foundation for the Blind.

7. *Postal Laws.* (Public Law No. 523, 75th Congress, Chapter 227, 3rd Session—H.R.9601—33 Statute 313 (37,551), 48 Statute 668, 48 Statute 678, U.S.Code 331.) This Act, while passed by the 75th Congress, is an amendment of earlier Acts dating back as far as 1898, and as amended again and again and as recently as 1950, always liberalizing the mailing privileges for the blind. A full report on these laws may be found in the March 1950 issue of the AFB Bulletin.

8. *Vocational Rehabilitation Act* of July 1943. (Public Law No. 113, 78th Congress, Chapter 190—1st Session—H.R.2536 57 Statute 374, U.S.Code, 1946 Ed., Ch. 4.) This Act is an amendment to the Rehabilitation Act of 1920. Chronologically it belongs in 1943 in terms of work for the blind for it was only with the passage of Public Law No. 113 that special provisions for the blind were spelled out. State legislators have passed Enabling Acts in most of the States to implement Public Law No. 113 and the V.R.S. has become one of the great symbols in our work. No other Act has had a greater impact on the adjustment and training of blind persons, and it is hard to conceive of an Act with more profound effect upon the work of each of us from day to day.

9. *Books for the Blind.* (Public Law No. 338, 78th Congress, Chapter 246—2nd Session —S.1944—U.S.Code 1934 Ed., Supp.II, Title 2, Sec. 135a). This Act provides books for the blind through the Library of Congress, and includes provisions for long playing records and the distribution thereof. The original appropriation in 1931 was for $500,000. This has since been increased by amendment to more than $1,000,000. (Public Law No. 661, 79th Congress, Chapter 969—2nd Session—H.R.6455—U.S.Code Title 2, 135a, 135b, Statute 46-1487; Chapter 400-787, 71st Congress.)

10. *Veterans' Vocational and Rehabilitation Act* (Public Law No. 16.) Under this law veterans who are also blind have very special provisions made for them, these in addition to the compensation provisions due to loss of sight while in active service.

It is our understanding that the American Foundation for the Blind is preparing a more exhaustive analysis of federal legislation which will be available to the membership, and this review is in the briefest form and may not take in every federal act. It can be readily seen, however, that this constitutes a very substantial legislative achievement. However, the patchwork-quilt quality of this legislation is apparent as is its lack of any design whatever. It is not our purpose to defend or to criticize this situation. We are merely pointing it out. We do feel, however, that with this background of legislation enacted on behalf of the blind we have arrived at that point of maturity where we must consider reviewing this mass of legislation with the purpose of developing new legislation to round out a sensible and reasonable program. In this connection we think that for the purposes of guidance for your future legislative committees it would be wise for this Convention to adopt some broad objectives and for the consideration of the Convention we offer the following:—

(a) That it is the policy of the AAWB, and its Legislative Committee if so directed, to seek legislation for the blind only that will advance their social, economic and cultural welfare.

(b) Since it has been the experience of those engaged in service to the blind that it is essential to have a specialized approach to the problems arising out of blindness on an equal level in all areas, whether they be in education, training and employment, public assistance, etc., etc., that we do everything possible to maintain the specialized or separate approach to all legislation dealing with the blind. This approach is essential if blind persons are to receive individualized attention so necessary for their full development. Indeed we who work for the blind should recommend and urge this same approach for other groups of handicapped, especially those known as the severely handicapped.

(c) That in seeking legislation the special needs incident to blindness should always be kept in mind and that these special needs should be represented in their proper light, that is, not as giving an advantage to the blind through consideration of these special needs, but rather to equalize the situation of blind persons with that of their sighted fellows.

(d) That the Legislative Committee of the AAWB shall co-operate with the American Foundation for the Blind and other organizations and individuals so as to help in every way possible to present to the legislators a fair and, if possible, a united opinion with respect to any legislation under consideration in order to have an objective approach to all legislative matters concerning the blind.

(e) From time to time it shall be the responsibility of the AAWB in convention assembled to give directives to the Legislative Committee with respect to specific legislation.

In the interim the Committee is authorized to represent the Association and to speak for it on matters of legislation.

In a further statement, Mr. Salmon spoke of the cooperation he had received personally from members and organizations, and of the substantial cost involved in carrying on the work, adding that the Industrial Home for the Blind of Brooklyn had been most pleased to assume this cost as a contribution to the work of the A.A.W.B. He added that he had been pleased to serve as Chairman of the Committee but that he would have to relinquish further responsibility because of the pressure of other matters.

(Mr. Jake Jacobsen then moved the adoption of the report and a vote of thanks to Mr. Salmon and his associates for their long and excellent service. Seconded by Mr. Wartenburg, the motion was carried unanimously.)

REPORT OF THE BOARD OF CERTIFICATION OF HOME TEACHERS

***MURRAY B. ALLEN, Chairman**
Salt Lake City, Utah

The Board of Certification of Home Teachers submits to the Convention of the American Association of Workers for the Blind, assembled in Daytona Beach, Florida, in June 1951, its seventh announcement of Home Teachers who have completed all requirements for certification and are therefore entitled to receive the diploma to be signed by the President and Secretary General of the Association and the Chairman and the two members of the Board.

The Board wishes to express its gratification in connection with the certification of a group of Canadian Home Teachers and the arrangements made for their professional training. The Canadian National Institute for the Blind conducted in the past year a National Home Teacher Normal Training Course under Miss Louise D. Cowan, Ontario Supervisor of Home Teachers and herself a certified Class II Home Teacher. This Course, sponsored in part by the School of Social Work of the University of Toronto and by the Department of Education of the Province of Ontario, was designed to comply with the requirements for certification as set up by the American Association of Workers for the Blind and administered by the Board.

The following Home Teachers have completed their certification:

Class II:

Miss Greta Griffis, Washington, D. C.

Class I:

Miss Gwendolyn E. Abbott, Port-of-Spain, Trinidad, B.W.I.
Mr. Max Barmish, Philadelphia, Pennsylvania
Miss Joyce Burrows, Toronto, Ontario
Miss Muriel Casey, Ottawa, Ontario
Mrs. Antonetta C. Cowsert, Philadelphia, Pennsylvania
Miss Evelyn Mae Crossman, Providence, Rhode Island
Miss Florence G. Evans, Hillsboro, Albert County, New Brunswick
Mrs. Elsa E. Gerstenfeld, Port Carbon, Pennsylvania
Mr. Elwood A. Greenfield, Donavon, Saskatchewan
Miss Amy E. Lammie, London, Ontario
Miss Lilian A. Lye, Winnipeg, Manitoba
Miss Alexandra MacKinnon, Halifax, Nova Scotia
Miss Dorothy H. Markham, Toronto, Ontario
Miss Susan Miller, Windsor, Ontario
Miss Gloria Margaret Mortimore, Toronto, Ontario
Miss Ruby Genevieve Rankin, Petrolia, Ontario
Miss Therese Taillon, Toronto, Ontario
Miss Isabel Margaret Thomson, Kitchener, Ontario
Mrs. Grace S. Toth, New London, Connecticut
Miss Viola V. Wagner, Cleveland, Ohio

* Visually Handicapped.

Since the first award of certificates in 1945, the Board has issued certificates as follows:

Class II	8
Class I	115
Service Certificates (concluded)	52
Total Number of Certificates	175

The geographical distribution of the certificates at the time of award is as follows:

Alabama	1	
Arkansas	1	
Colorado	1	
Connecticut	6	
Florida	2	(1 Class II)
Illinois	5	(1 Class II)
Iowa	1	
Kansas	1	
Louisiana	3	
Maine	1	(1 Class II)
Michigan	3	(1 Class II)
Minnesota	5	
Missouri	9	
New Jersey	3	(1 Class II)
New York	10	
Ohio	10	
Oregon	3	
Pennsylvania	21	
Rhode Island	2	
Tennessee	1	
Texas	4	
Utah	6	
Virginia	1	
Washington	6	
District of Columbia	1	(1 Class II)
Canada		
British West Indies	1	
Manitoba	1	
New Brunswick	1	
Nova Scotia	1	
Ontario	11	(2 Class II)
Saskatchewan	1	
Total Number of Certificates	123	(8 Class II)

Respectfully submitted,

MURRAY B. ALLEN, *Chairman*
GWEN HARDIN
BERTHOLD LOWENFELD, *Secretary*

(A motion to adopt the report, coupled with thanks to those who have served on the Committee in preparing it, was duly seconded and carried unanimously.)

REPORT OF THE RESOLUTIONS COMMITTEE

***FRANCIS J. CUMMINGS, PH.D., Chairman**
Executive Director, Delaware Commission for the Blind, Wilmington, Delaware

The Resolutions Committee consisting of Dr. Francis J. Cummings, J. Robert Atkinson, A. V. Weir, and Robert H. Thompson, have considered carefully all resolutions submitted, to insure that they were not in conflict with the constitution and by-laws of the Association, and now present them to you for your consideration:

1

WHEREAS, the passage of the Randolph-Sheppard Act by Congress in 1936 has stimulated thousands of employment opportunities for the blind in federal buildings and directly influenced state agencies to establish state-wide business enterprise programs; and

WHEREAS, these programs are being encroached upon by the Regional Employees' Welfare Association of Public Buildings Service by placing vending machines in buildings in direct competition with these programs;

THEREFORE, BE IT RESOLVED that the American Association of Workers for the Blind duly convened in Daytona Beach, Florida June 24-29, 1951 instruct and direct its Legislative Committee to work for an amendment to the Randolph-Sheppard Act which would either (1), give exclusive right to the designated state licensing agency for sponsoring or placing of vending machines in federal buildings or (2), prohibit government employees' welfare associations from sponsoring or placing vending machines in public buildings in competition with the business enterprise program for the blind; and

BE IT FURTHER RESOLVED that all

*Visually Handicapped.

members of the American Association of Workers for the Blind be urged to protest to their Congressmen and Senators the present practice of employees' welfare associations directly competing with programs for the blind to the extent that some employment opportunities are being lost.

(Mr. A. V. Weir moved the adoption of this Resolution, and the motion was seconded and carried unanimously.)

2

WHEREAS legislation has been introduced in the House of Representatives and in the Senate of the United States to establish a temporary National Advisory Committee to study ways and means of improving services to the blind throughout the country:

THEREFORE, BE IT RESOLVED that the American Association of Workers for the Blind in Convention assembled at Daytona Beach, Florida, June 24-29, 1951 do hereby endorse and urge enactment of the proposed legislation; and

BE IT FURTHER RESOLVED that the Association heartily commend the sponsors of this legislation for their sympathetic interest in the well-being of the blind; and

BE IT FURTHER RESOLVED that a copy of these resolutions be sent to each of the sponsors—Hon. J. Caleb Boggs, Hon. J. Percy Priest, Hon. Herbert H. Lehman, Hon. Estes Kefauver, Hon. Irvin S. Ives, Hon. John Sparkman, Hon. John Williams, Hon. Allen Frear and to the Chairman of the House Committee on Education and Labor and Senate Committee on Welfare and Labor.

(Mr. A. V. Weir moved the adoption of this Resolution, and the motion was seconded and carried unanimously.)

3

WHEREAS the effectiveness of the Veterans Administration program for the vocational rehabilitation of blinded and other disabled veterans of World War II has been drastically curtailed as a result of periodic reductions in force of specialized VA personnel, and

WHEREAS some 40% of the World War II service-connected blinded veterans and large numbers of World War II veterans in other categories of the severely disabled are neither gainfully employed nor in training and are, therefore, in need of specialized assistance to aid them in overcoming their handicaps, and

WHEREAS the blinded and other severely disabled servicemen of the Korean conflict will need the same specialized assistance in their attempts to rehabilitate themselves,

NOW THEREFORE BE IT RESOLVED, that the American Association of Workers for the Blind in Convention assembled at Daytona Beach, Florida, June 24-29, 1951, endorse the establishment of a strong, effective, and permanent Federal program for the rehabilitation of the nation's blinded and other severely disabled war veterans, and

BE IT FURTHER RESOLVED, that the Legislative Committee of the American Association of Workers for the Blind be instructed to urge the Congress of the United States to appropriate sufficient funds for the activation and operation of such a Federal program, and

BE IT FURTHER RESOLVED, that copies of this resolution be sent to the President of the United States, the President of the Senate, the Speaker of the House of Representatives, the majority and minority leaders in the House and Senate, the Chairman of the House Education and Labor Committe, and to the Chairman of the Senate Finance Committee, and the Senate Labor and Public Welfare Committee.

(Mr. A. V. Weir moved the adoption of this Resolution and the motion was seconded and carried unanimously.)

4

WHEREAS the American Association of Workers for the Blind, now in its fifty-seventh year, has no written history of its growth and development and

WHEREAS such a history of the organization would therefore be an invaluable reference guide to present and future workers for the blind

NOW THEREFORE BE IT RESOLVED that the President of the American Association of Workers for the Blind be instructed to enlist the services of a person or persons qualified and willing to record in writing the history and development of the American Association of Workers for the Blind since its founding in 1895 down to the present time.

(Mr. A. V. Weir moved the adoption of this Resolution and the motion was seconded and carried unanimously.)

5

WHEREAS, through the courtesy of many individuals and organizations, this twenty-fifth convention of the American Association of Workers for the Blind has been one of the most outstanding in so many respects and one which will linger long in our memories as interesting, profitable, and entertaining.

THEREFORE, BE IT RESOLVED by this Association in convention assembled in Daytona Beach, this twenty-ninth day of June 1951, that our thanks and sincere appreciation be extended to all those who have contributed toward this most enjoyable gathering. We regard with particular good will the management and staff of the Hotel Sheraton Plaza, and Mr. Engelhardt and Mr. W. Scott Peirsol of their staff, for their most understanding and courteous consideration, accorded us in countless ways. For their aid in our early planning and subsequent conduct of the convention, we are grateful to the Daytona Beach Chamber of Commerce, and to Mr. Reginald Martine, Jr., Manager of the Convention Bureau, as well as to members of that staff who assisted in our registration. We express also our thanks to the Boy Scouts who have given untiring service to us throughout the week; to the staff of the Florida Council for the Blind, and particularly to Mr. George F. Emanuele, Chairman, and to Messrs. E. B. Hall, E. G. Manderfield and Douglas G. Smith, of the Arrangement Committee, for their unflagging and tireless work to assure our every comfort and pleasure; to Dr. Clarence G. Settles, President, and the Florida School for the Blind, for furnishing a most attractive printed program; to Mr. Francis B. Ierardi, General Manager, and the National Braille Press, for furnishing the Braille Program; to the members of the Daytona Beach Lions Club and particularly to Mr. Harold Zimmerman, Chairman of its Sight Conservation and Blind Aid Committee for their countless services in providing for our happiness and entertainment throughout the week and at our Banquet; and finally, to our hosts, The Florida Council for the Blind and its Executive Director, Mr. Harry F. Simmons for the innumerable courtesies and services which have given us one of the most delightful Conferences ever held.

(Mr. A. V. Weir moved the adoption of this Resolution and the motion was seconded and carried unanimously.)

6

WHEREAS the Lay and Non-Professional Group, in their session assembled on Monday, June 25th, after a paper and discussion of the Christmas Tree Sales for the Blind, and

WHEREAS it developed from the discussion, that several localities had enjoyed marked financial success from such Christmas Tree Sales, the following resolution was adopted:

BE IT RESOLVED that the American Association of Workers for the Blind in convention assembled at Daytona Beach, Florida, June 24-29, 1951, go on record as endorsing the sale of Christmas Trees as a National activity, to be conducted by local agencies, on behalf of the work for the blind;

BE IT FURTHER RESOLVED that an appropriate symbol be adopted by the Board of Directors of the American Association of Workers for the Blind, to be used by all agencies conducting such a sale.

The Committee on Resolutions has given careful consideration to this particular Resolution and finds that it is unable to endorse this Resolution for the following two cogent reasons:

1. The American Association of Workers for the Blind would be unable to control the very thing it would be endorsing.

2. The endorsing of the foregoing resolution would establish a precedent for endorsing seals, stickers, and other items without limit.

(Following lengthy discussion, a motion was made to Table this Resolution, and the motion was seconded and carried by a large majority.)

A motion was then made to adopt the entire Report, duly seconded, and carried.

REPORT OF THE JOINT UNIFORM BRAILLE COMMITTEE

MARJORIE S. HOOPER, Secretary
Braille Editor, American Printing House for the Blind, Louisville, Kentucky

As Secretary of the Joint Uniform Braille Committee, and in the absence of the Chairman, I shall present herewith the report of the first year's work of the Committee.

The membership of the Braille Committee, representing jointly both the AAIB and the AAWB, is composed of the following members:

For the AAIB:

Miss Marjorie S. Hooper, Louisville, Kentucky
Mr. Paul J. Langan, Louisville, Kentucky
Mr. L. W. Rodenberg, Jacksonville, Illinois

For the AAWB:

Mr. Alfred Allen, New York, New York
Mr. R. W. Beath, Toronto, Ontario
Dr. Francis J. Cummings, Wilmington, Delaware

The organizational meeting of the Committee was held in Louisville, Kentucky, on April 27-28, 1951. At that meeting, a survey of the immediate technical problems to be studied showed that three general problems needed consideration, namely, Literary Braille (including the Standard English Braille Codebook, as well as the rules of usage), Mathematical Braille, and Braille Music Notation. After due consideration, therefore, the Committee projected the following programs of action:

First, with regard to *Literary Braille,* it was the feeling of the Committee that the nearly twenty years which have ensued since the adoption of Standard English Braille in 1932 have demonstrated that there is a need for further clarification and reediting of the Official Code. The Committee therefore recommended that a study along these lines be made in cooperation with such British Committees as may be available for this purpose, with the further proviso that full consideration be given to all proposals relative to Braille which might be advanced by interested groups in the United States and Canada, such as libraries (including the Library of Congress), embossers, transcribers, readers, schools, etc. The Committee further approved cooperation in so far as possible with such international agencies as UNESCO which might be interested in the problems involved. In accordance with this policy of consultation with interested groups and individuals, a meeting was held on Wednesday night of this week, at which your Committee was given the opportunity to hear the suggestions and proposals of a number of individuals vitally concerned with the problems of Braille.

Second, in connection with *Mathematical Braille Problems,* it was brought out that an informal committee of experts had been working for about four years under the auspices of the American Foundation for the Blind studying and evaluating the British Simplified Presentation of the Suggested International Braille Mathematics Code, and exchanging their views with the British. It was also brought out that the present Taylor Code as employed in this country is inadequate for advanced mathematics beyond the high school level and that a very real need exists for amplification of the present code or the adoption of a new one. Inasmuch as the Foundation had generously offered either to dissolve its informal committee and turn the entire problem over to the Joint Uniform Braille Committee, or to continue to provide minimum funds for the continuance of their Committee as a Sub-Committee of the new Joint Braille Committee, their second proposal was accepted, and a Sub-Committee on Mathematics was immediately created whose membership consist of the four remaining members of the Foundation Committee (Mr. Edward J. Waterhouse, Chairman, Miss Marjorie S. Hooper, Mr. Abraham Nemeth, and Dr. C. J. Witcher) plus a new member appointed by the Joint Committee, namely Mr. R. W. Beath. This Sub-Committee held its first meeting in New York on June 7, 1951, at which time consideration was given to the relative merits of three systems of Braille mathematics. It was the feeling of the Sub-Committee that the Taylor Code did not

permit of sufficient amplification for further study, and that of the other two codes before it, namely, the so-called International Braille Mathematics Code (previously under study by the informal Foundation Committee) and a proposed new code devised by Mr. Nemeth, the latter was far superior. It was therefore proposed by the Sub-Committee that Mr. Nemeth's suggested code be submitted to the British Committee on Mathematics for consideration and study before further action was taken.

Third, with regard to *Braille Music Notation,* two matters were found to be of immediate concern to your Joint Uniform Committee on Braille. A proposed new system of music notation has been invented in England which the British suggest might well be substituted for the present system of music notation which has been in international use since 1929, and is the one now employed in the United States and Canada. It has not as yet been possible to make an adequate study of the proposed new system, and no report on this point can be made at this time. However, it has been possible to obtain a preliminary evaluation of the Connie Anderson System of Shorthand Music Notation through the kind efforts of the Music Committee of this Association at its meeting on Tuesday last, and this survey would indicate that the system has very great usefulness in the writing of scores for popular music and the like. In this connection, we refer you to the report of this sectional meeting in the Proceedings.

At this time, your Joint Uniform Braille Committee wishes to state to all and sundry that it is their sincere desire to give consideration to the views and ideas of all interested groups and individuals with regard to any phase of Braille, and that they urge that anyone submit such proposals to the Committee for their evaluation and help. Please, however, send these proposals to us in writing, so that they may be matters of record and available for study and consultation.

Respectfully Submitted,
MARJORIE S. HOOPER, *Secretary*
Joint Uniform Braille Committee

REPORT OF CIVIL DEFENSE COMMITTEE

***FREDERICK W. AVE-LALLEMANT, Chairman**
Executive Director, Columbia Polytechnic Institute for the Blind, Washington, D. C.

Late in April the Honorable Millard Caldwell, Director of the Federal Civil Defense Administration, called a national conference for May 7 and 8, 1951, to meet in Washington for the purpose of discussing Civilian Defense problems.

Several national organizations were invited to send representatives to this conference, one of which was the American Association of Workers for the Blind. The president, Mr. Francis B. Ierardi, named a committee of five members: Mr. Fred W. Ave-Lallemant, Mr. J. B. Delbridge, Mr. H. C. Walker, Mr. M. Robert Barnett, and Mr. Peter J. Salmon. Mr. Barnett and Mr. Salmon were unable to attend all of the sessions, leaving the representation of the Association to Mr. Ave-Lallemant, Mr. Delbridge and Mr. Walker. It was decided by the Committee members present that Mr. Ave-Lallemant should act as Chairman of the group.

The meeting opened on the morning of May 7 and closed on the afternoon of May 8. There were probably 1600 delegates in attendance at the entire meeting.

The over-all thought emphasized in the discussion was the need for preparedness. It was pointed out that a disaster could occur in any locality without warning. Considerable time was given to the discussion of organization of the local Civil Defense groups. Representatives from different fields discussed their respective programs such as transportation, emergency first aid, sanitation, fire control, and special police.

It was pointed out by the Director that each representative at the meeting had a responsibility to carry to his group or association the importance of cooperating with the local authorities.

It is therefore urged that each delegate to the national convention of the AAWB contact their local Civil Defense officials upon

* Visually Handicapped.

return to their homes and offer their services in a way that may be useful.

After the national conference in Washington the chairman and a representative of the American Foundation for the Blind contacted Civil Defense officials to discuss with them what the American Association of Workers for the Blind might do to assist them in disseminating information and to aid the block warden in caring for the blind in the event of a disaster.

It developed that we were the first agency representing the handicapped of the nation to hold such discussions with Civil Defense authorities and from these meetings a policy for the over-all disabled group, including the blind, was formulated.

The office of Vocational Rehabilitation was notified by the chairman to participate in the drafting of instructions which would be included in the warden's manual. It was felt that a few simple instructions to the warden regarding the problems of the blind, would be of help to both the blind individual and the warden. A tentative draft of these instructions is attached to this report.

It was also agreed by the committee and Civil Defense authorities that it would be helpful if, through our braille magazines and talking record books, information regarding all aspects of Civil Defense could be made available to the blind of the nation. It was also agreed that the office of Vocational Rehabilitation would review the Civil Defense manual of job descriptions and discuss with officials, what volunteer positions the blind might fill in this defense effort.

The Civil Defense committee of the AAWB wishes to impress on its membership, both sighted and blind, that it is most important for them to contact their local Civil Defense officers and discuss with them problems of the blind as they relate to Civil Defense and to extend their moral support to a very much needed worthwhile Civil Defense Program.

(A motion to adopt the report was duly seconded and carried unanimously.)

BUSINESS MEETING

The meeting opened with a Report of the American Foundation for the Blind, followed by Reports from the Board of Directors of the AAWB, the Necrology Committee, Auditing Committee, Legislative Committee, Board of Certification of Home Teachers, Resolutions Committee, Braille Committee, Civil Defense Committee, and Committee on Cooperation with the AAIB. All these reports appear elsewhere.

INVITATIONS TO NEXT CONVENTION

The following invitations for 1952 were received:

From the Greater New York Council of Agencies for the Blind, joined in by the New York State Federation of Workers for the Blind, to meet in New York City:

From Services for the Blind, Department of Public Welfare, Columbus, Ohio, to meet in Columbus, Ohio; but graciously withdrawn by Mr. Everett R. Steece in the light of the known wish of the Board of Directors to seek closer cooperation with The American Association of Instructors of the Blind through a simultaneous meeting with them in 1952:

From The American Printing House for the Blind, by Mr. F. E. Davis, Secretary and Superintendent, and President of the A.A.I.B., —to meet in Louisville, together with the A.A.I.B.

After discussion the invitations from New York and Louisville were considered and the convention by a large majority voted to meet in Louisville, Kentucky, at a time to be agreed upon after conferences between representatives of the two Associations.

Mr. Steece then indicated that Columbus would like to play Host at some future date and that the invitation would therefore be repeated.

Mr. William S. Wood then submitted an invitation from the Texas Commission for the Blind to meet in Houston, Texas in 1953, and asked that this be filed and considered during the 1952 convention.

MOTIONS FROM THE FLOOR

Mrs. Juliet Bindt, of Berkeley, California, moved that the Convention express its thanks to the Program Committee for scheduling a General Session Summary of the Group Meetings, presented by spokesmen for each of the nine groups, and that this procedure be followed again next year. The motion was seconded and carried unanimously.

Mr. M. Robert Barnett of the New York moved that the President appoint a Committee to study the over-all problem of fund raising methods, Christmas Tree and other sales for the purpose of raising funds, and with Mr. Stanley Wartenburg seconding, the motion was carried.

MESSAGES RECEIVED

The following telegrams were received and read:

Heartiest Best Wishes and Congratulations
Mrs. James Wood,
St. Augustine, Florida

Greetings to Convention. I regret I cannot be with you. Wish you pleasant and profitable Convention

Dr. Romaine Mackie,
United States Office of Education

INSTALLATION OF OFFICERS

Mr. Ierardi presented the following officers to serve until 1953

President	Roy Kumpe
First Vice-President	Captain M. C. Robinson
Second Vice-President	Joseph F. Clunk
Treasurer	Lemont Hackett
Secretary-General	Alfred Allen

each of whom thanked the Convention for their support and promised to uphold the ideals and aims of the Association and to serve to the best of his ability. Mr. Allen then moved a vote of thanks to Mr. Ierardi and the other retiring officer and to the retiring members of the Board, and the motion was carried unanimously.

ADJOURNMENT

There being no other business Mr. Kumpe adjourned the convention at 12:40 P.M. on Friday June 29th, 1951.

REGISTRATION STATISTICS

	Members	*Visitors*	*Total*
United States			
Alabama	7	2	9
Arizona	—	—	—
Arkansas	12	7	19
California	4	—	4
Colorado	1	1	2
Connecticut	5	4	9
Delaware	4	—	4
District of Columbia	9	2	11
Florida	37	27	64
Georgia	10	2	12
Idaho	—	—	—
Illinois	15	7	22
Indiana	6	8	14
Iowa	4	2	6
Kansas	4	2	6
Kentucky	4	—	4
Louisiana	2	1	3
Maine	—	—	—
Maryland	4	1	5
Massachusetts	6	6	12
Michigan	1	—	1
Minnesota	1	—	1
Mississippi	1	2	3
Missouri	15	10	25
Montana	—	—	—
Nebraska	2	1	3
Nevada	—	—	—
New Hampshire	—	—	—
New Jersey	5	—	5
New Mexico	1	3	4
New York	38	14	52
North Carolina	11	9	20
North Dakota	—	—	—
Ohio	12	7	19
Oklahoma	1	2	3
Oregon	—	2	2
Pennsylvania	16	7	23
Rhode Island	1	—	1
South Carolina	1	3	4
South Dakota	2	—	2
Tennessee	3	—	3
Texas	9	8	17
Utah	3	2	5
Vermont	—	—	—
Virginia	9	3	12
Washington	1	—	1
West Virginia	—	—	—
Wisconsin	—	2	2
Wyoming	—	—	—
Canada			
British Columbia	1	1	2
Manitoba	2	2	4
Nova Scotia	2	2	4
Ontario	13	5	18
Quebec	2	1	3
	(20)	(11)	(31)
Totals	287	158	445

(The above figures do not include a number of persons in attendance but not registered.)

MEMBERSHIP ROSTER

MEMBERSHIP ROSTER—1951

Key to Classification

a. Executive heads of agencies doing city-wide county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except Business Enterprise Specialists.
c. Home Teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.)
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind, Administrative heads of publishing house for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business Enterprise Specialists for the blind.

Explanation of Symbols

§ Deceased.
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‡ Present and registered at Daytona Beach Convention.
† Honorary Member.

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MEMBERSHIP—1951

State	*Renewals*	*New*	*Total*
Alabama	7	3	10
Arizona	2	—	2
Arkansas	13	4	17
California	18	5	23
Colorado	3	—	3
Connecticut	12	—	12
Delaware	10	2	12
District of Columbia	14	4	18
Florida	35	37	72
Georgia	1	14	15
Hawaii	—	2	2
Idaho	1	—	1
Illinois	25	7	32
Indiana	6	3	9
Iowa	7	—	7
Kansas	6	5	11
Kentucky	3	3	6
Louisiana	4	2	6
Maine	1	—	1
Maryland	13	2	15
Massachusetts	33	2	35
Michigan	5	4	9
Minnesota	4	1	5
Mississippi	1	1	2
Missouri	19	2	21
Montana	5	1	6
Nebraska	2	—	2
Nevada	1	—	1
New Hampshire	3	—	3
New Jersey	7	3	10
New Mexico	1	—	1
New York	71	11	82
North Carolina	8	3	11
North Dakota	1	—	1
Ohio	27	2	29
Oklahoma	3	—	3
Oregon	1	—	1
Pennsylvania	59	7	66
Rhode Island	4	—	4
South Carolina	1	1	2
South Dakota	2	—	2
Tennessee	27	7	34
Texas	16	9	25
Utah	7	—	7
Vermont	2	5	7
Virginia	13	1	14
Washington	5	2	7
West Virginia	2	—	2
Wisconsin	4	—	4
Wyoming	1	—	1
Canada	43	10	53
Totals	*559	165	724

*Includes 1 Honorary Life Member each in District of Columbia, Pennsylvania and Canada.

Group Membership

SECTION	A	95
	B	126
	C	141
	D	157
	E	49
	F	56
	G	47
	H	31
	I	22
		724

Membership as of October 1, 1951

	Male	*Female*	*Totals*
Visually Handicapped	232	127	359
Sighted	189	183	372
Totals	421	310	731

DIRECTORY OF

NATIONAL AGENCIES FOR THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ALFRED ALLEN, *Secretary-General*
c/o American Foundation for the Blind, Inc.
15 West 16th Street, New York 11, New York

OFFICERS (1951-1953)

Roy Kumpe, Little Rock, Arkansas, *President*
Captain M. C. Robinson, Vancouver, B. C., *First Vice-President*
Joseph F. Clunk, Philadelphia, Pennsylvania, *Second Vice-President*
Alfred Allen, New York, New York, *Secretary-General*
Lemont Hackett, Baltimore, Maryland, *Treasurer*

Founded in 1895 as the Missouri National College Association, changed in 1896 to The American Blind People's Higher Education and General Improvement Association, the organization took its present name in 1905—the American Association of Workers for the Blind. The purpose of the Association is "to render all possible assistance to the promotion of all phases of work for, and in the interest of, the blind, and to the prevention of blindness, throughout the whole of the Americas, the Territory of Hawaii and the insular possessions of the United States."

All persons in the Americas, the Territory of Hawaii and the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness are eligible to membership in the Association. The membership is divided into nine sectional groups of specific interests for the purpose of representation on the Board of Directors of the Association, and for round-table discussions. The Association is maintained by individual membership dues of $5 annually payable in January. Annual conventions are held, usually in June or July. All members receive a printed copy of the published proceedings of conventions.

The authority to govern the Association, by directing its policies and operations in all matters relating to the purpose for which it has been formed, is vested in a Board of fifteen Directors, composed of the five elected officers, the immediate Past President and one representative from each of the sections.

Various standing committees of the Association may work jointly with corresponding committees of the American Association of Instructors of the Blind, and with the American Foundation for the Blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

EGBERT N. PEELER, *Secretary-Treasurer*
c/o North Carolina School for the Blind and Deaf
Raleigh, North Carolina

OFFICERS (1950-1952)

F. E. DAVIS, Louisville, Kentucky, *President*
DR. NEAL F. QUIMBY, Alamogordo, New Mexico, *First Vice-President*
JOHN C. LYSEN, Faribault, Minnesota, *Second Vice-President*
EGBERT N. PEELER, Raleigh, North Carolina, *Secretary-Treasurer*

EXECUTIVE COMMITTEE (1950-1952)

ROBERT H. THOMPSON, St. Louis, Missouri, *Chairman*
MRS. ALICE CHATFIELD, Columbus, Ohio
WILLIAM T. HEISLER, Staunton, Virginia
DONALD W. OVERBEAY, Vinton, Iowa
MISS JOSEPHINE TAYLOR, Newark, New Jersey
PRESIDENT AND SECRETARY, *ex-officio*

Founded in 1853 as the American Instructors of the Blind, the Association held its second meeting in 1871, and the next in 1872, at which time its name was changed to the present form. Meetings have been held biennially, with one or two exceptions, since that time, on the even years, usually in June. Conventions are usually convened at the various schools for the blind, on invitation, the time and place being determined by the Executive Committee. Membership is composed of representatives from the United States, its possessions, and Canada, as follows:

5 Delegates from each residential school for the blind—the President of the Board of Trustees of the school or some member elected by the Board, the Superintendent or other chief executive officer, and three teachers elected by the teachers of the school.

3 Delegates from each public school system conducting a class for the blind having an enrollment of 25 or more blind pupils—the President of the Board of Education or some other member elected by the Board, the Supervisor of Classes for the Blind, and one teacher elected by his fellow-teachers.

1 Delegate from each library for the blind, public or private, which numbers more than 50 borrowers.

Associate, honorary and corresponding members may be elected at any meeting of the Association.

The distribution of the Proceedings of the Association is made upon a pro rata basis arranged for in the By-laws, and the Executive Committee is directed to provide for the sale of additional copies at cost to members or others as desired, and for the gratuitous distribution to honorary and corresponding members, college and public libraries in the United States and Canada, institutions for the blind in foreign countries, and to such other organizations as in their judgment shall be so complimented.

The Association concerns itself with all problems relating to the education of the blind. In addition to its deliberations at the biennial conventions of the whole Association, special committees engage in constant research in such fields as Braille, vocational guidance, teacher certification, school curricula, etc. For the benefit of those teachers who find it difficult to travel immense distances to the general meetings, it is hoped that regional meetings on the odd-numbered years may be arranged.

AMERICAN BIBLE SOCIETY

450 Park Avenue, New York 22, N. Y.

The American Bible Society has been supplying the Bible to the Blind for over a century, beginning in 1835 with the publication of the Bible in the Line Letter system—the first Bible printed for the sightless.

The year 1950 was the greatest year in the distribution of the Scriptures to the Blind, thousands of embossed volumes in Braille and in Moon and also on Talking Book records, having gone out from the Bible House to every state in the Union and to many foreign lands.

The Society distributed to both the sighted and the sightless throughout the world during the year 1950 a grand total of 11,056, 584 volumes of Scripture.

The Society offers four editions of the Bible in Braille, the King James Version and the American Revised Version being available in both Grade 1½ and in Grade 2.

For those unable to read Braille, the Bible in the Moon system may be secured. A Moon Bible requires 58 volumes.

The Society also provides the Scriptures on Talking Book records which are especially helpful to those unable to read any embossed system. The whole Bible requires 170 records—the Old Testament is on 130 records and the New Testament on 40 records. During the year new recordings of the Bible were completed on the new 10-inch records.

A Small Volume of Scripture Passages including the 23rd Psalm, the Sermon on the Mount, the Lord's Prayer, I Corinthians 13, and many other favorite passages is available in Braille, New York Point, the Moon system and also on 2 Talking Book records.

The Bible Society continues to supply all of its embossed volumes and Talking Book records of the Bible to blind persons and libraries serving the Blind at a fraction of their cost —25 cents a volume, plus postage. This is made possible through contributions from friends of the Bible and of the Blind to the Society's Blind Fund.

The Society publishes a Braille Concordance in 10 large volumes which is proving an invaluable aid especially to ministers, librarians and Bible students. These volumes are also offered to blind individuals at 25 cents a volume, plus postage or $3.00 for the set.

The Scriptures have been distributed to the sightless in thirty-four languages and systems up to the end of 1950.

During its 116 years of service to the Blind, the Society has distributed at home and abroad a total of 293,958 volumes and Talking Book records.

Correspondence in regard to Scriptures for the Blind will receive prompt attention if addressed to Miss S. Ruth Barrett, Secretary, Work for the Blind, 450 Park Avenue, New York 22, N. Y.

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

THE AMERICAN FOUNDATION FOR THE BLIND is a national private agency whose purpose is to promote increasingly and uncompromisingly the interests of the blind. It is principally maintained by the Helen Keller Endowment Fund, contributions from interested patrons, grants from other research foundations, and income from nonprofit sales of appliances.

Among its activities are: Research; Consultation services in the fields of education, community planning, vocational rehabilitation, the deaf-blind, the war-blinded, the preschool blind child, and special aids and appliances; Special service to blind individuals; Publications; Library service; Scholarships; Professional development.

Affiliated agencies: American Foundation for Overseas Blind; National Industries for the Blind.

RESEARCH ACTIVITIES. Studies in the education and rehabilitation of the blind, in vocations for the blind, in statistics and legislation affecting the blind, and in other subjects relating to the improvement of services for the blind.

Development of mechanical appliances used by the blind, including continued improvement of recorded literature for the blind.

CONSULTATION AND FIELD SERVICE. Comprehensive information and the advice of experienced workers is available to agencies and schools for the blind on education, rehabilitation, vocations, legislation, statistical records, and other phases of work for the blind.

Assistance to state and community agencies in presenting the needs of the blind to government officials, legislators, and the public; organization of new activities on behalf of the blind where needed; surveys in which an evaluation is made of existing services to blind adults and children, and, when necessary, recommendations made for improvement of such services.

SERVICES FOR THE DEAF-BLIND. A department which seeks out all deaf-blind persons throughout the country and studies and promotes services for their personal, social, and economic rehabilitation.

SERVICES TO THE WAR-BLINDED. A department which cooperates with the Army, the Navy, the Veterans Administration, and the blinded veterans themselves in their development of adequate programs for the welfare of the war-blinded.

SPECIAL SERVICES TO BLIND INDIVIDUALS. Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of Talking Book machines, braille writers, braille watches, and other special appliances for the blind at cost.

PUBLICATIONS. Publications of special interest to workers for the blind and to the blind: *Outlook for the Blind and The Teachers Forum,* in braille and inkprint; *Talking Books Topics,* in inkprint and recorded form; the *Braille Book Review* in braille; and *Touch and Go,* in braille for the deaf-blind; *A F B Bulletin Service* (an information service); *Directory of Activities for the Blind in the United States and Canada* (biennially).

Other books and pamphlets of professional interest to workers for the blind.

LIBRARY SERVICE. Facilities of a reference and lending library containing more than 8,000 inkprint books, pamphlets, and manuscripts relating to the blind and their welfare are available to students of work for the blind.

SCHOLARSHIPS. A limited number of scholarships is offered each year to blind students in professional schools and institutions of higher learning.

Fellowships to encourage research, and to recruit trained personnel for professional positions.

PROFESSIONAL DEVELOPMENT. Development of professional training through promotion of institutes and workshops for personnel of agencies for the blind; summer courses for teachers of blind children and for workers with the adult blind.

A National Personnel Service which aids qualified personnel to secure appointments in work for the blind, and schools and agencies for the blind to obtain qualified staff members.

AMERICAN FOUNDATION FOR OVERSEAS BLIND. The American Foundation for Overseas Blind, affiliated with the American Foundation for the Blind, is an organization to provide aid and assistance in the rehabilitation of the blind in all parts of the world.

AMERICAN PRINTING HOUSE FOR THE BLIND

Chartered in 1858

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and in 1858 Kentucky chartered the American Printing House for the blind. It is the oldest national institution for the blind in this country and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the approximately 6,200 blind children enrolled in the public institutions and classes for the blind in the United States and its territories. For this purpose, Congress provides an annual appropriation of $125,000 which is used to provide free schoolbooks and tangible apparatus for all of the public education institutions for the blind.

For the over 30,000 adult blind readers, the Printing House provides in Braille and on Talking Books a wide range of literature which includes 48 periodicals. The *Reader's Digest,* reprinted each month both in Braille and on Talking Book records, has been acclaimed by the blind as one of the greatest contributions to literature for the blind.

Besides being the official schoolbook printery, the Printing House prints books and periodicals for organizations which provide free literature for the blind. Many agencies have found this cheaper and more satisfactory than doing the work in their own establishments.

The Printing House maintains a complete Talking Book department for manufacturing the Talking Book records through all of the processes, from wax recording to the pressing of the discs. This department provides the necessary facilities to enable the institution to supply the requirements of the blind for recorded literature.

Recently, the Printing House undertook the manufacture and distribution of books in large type for the children in our schools and classes for the blind who have enough useful vision to read this type of book and who should not be educated with Braille. There is rapidly being built up an adequate catalog of textbooks and other educational materials in large type to parallel the Braille textbook catalog.

For a number of years, the Printing House has cooperated with agencies in foreign countries which do not have publishing facilities for the blind by accepting students from these countries and training them in the Braille printing trade, with a view to their returning to their respective countries and setting up adequate Braille presses for their own people.

Special printing presses, embossing machines, sectional maps, Braille writing-frames, arithmetic slates, geometric forms, a geometry board, Braillewriters, Talking Book reproducers, peg boards for kindergarten, frames for writing longhand, sentence boards and other educational aids have been designed and built here. This original material has profoundly influenced the art of instructing the blind in this and other countries.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue, Los Angeles 29, California

The Braille Institute of America, Inc., was established in 1929 to acquire and extend the activities of the Universal Braille Press, an unincorporated philanthropic institute founded in 1919. It is chartered under the laws of California as a nation-wide, non-profit, non-sectarian institution devoted to the social and economic welfare of the blind, without respect to race, color or creed.

The Braille Institute is gradually building a program with the objective of making possible the complete rehabilitation of the blind from the time of loss of sight until the employable blind are qualified for placement in industry and the unemployable blind have become normal members of society.

The following major services are offered:

SOCIAL WELFARE-ADVISEMENT: Trained workers assist in the adjustment of personal problems created by blindness. Counseling service is offered to the blind and partially sighted and to their families. Information is given and referrals made to other agencies.

HOME TEACHING: Individual instruction in self-reliance and home-making; instruction in reading and writing Braille and Moon types and the use of the typyewriter; instruction in handicrafts.

RECREATIONAL AND EDUCATIONAL CLASSES: To provide fun, fellowship and educational opportunities for the blind and partially sighted. These cover a wide variety of fields, among them being many types of handicrafts, Braille, personality improvement, creative writing with a commercial objective, music, book reviews, choral singing, bridge classes, typing, Spanish, cooking, social and square dancing. Consultation service and practical assistance is given to outlying areas upon request, to the limits of staff time.

REHABILITATION AND ORIENTATION: A program of training in foot travel and practical every-day skills necessary for comfortable living and readjustment; assistance in enlarging economic opportunities; non-interest bearing loans for qualified business projects.

LIBRARY: Free circulation of books and magazines in Braille and on long playing phonographic records, styled "Talking Books," to the blind in Southern California and Arizona.

PRINTING DEPARTMENT—LITERATURE: Non-profit publication of books and magazines in Braille and Moon types sponsored by Braille Institute or others, including the Bible, in Braille (Gr. 1½) 21 vol.; New Testament Revised Standard Version (Gr. 2) 5 vol.; Webster's Dictionary (Gr. 1½) 32 vol. (abridged) self-pronouncing; Cook Book (Gr. 1½) 2 vol.; Braille Mirror, a monthly current topic magazine.

RESEARCH: Engineering and development of appliances for the blind, such as a Braille typewriter and a longhand script guide.

The Institute is maintained by bequests, endowments, gifts, voluntary contributions from the public and by membership dues ranging from $5 to $100 a year, with life memberships at $1,000.

The Canadian National Institute for the Blind

. . . trains blind Canadians for that degree of independence of which each is capable. For this purpose it maintains

Home Teachers
who teach touch-reading, handicrafts, home management to the blind in their own homes.

Libraries of Braille and Talking Books
which are mailed to the homes of the blind, free of charge.

Factories, Cafeterias and Stands
which train and employ the blind.

An Employment and Placement Department
that seeks out jobs in industry for the competent blind.

Facilities
for the marketing of the products of the home workers.

Residences
for those among the blind without homes.

A Social Service Department
for those who need its services.

THE INSTITUTE has six divisions, with offices in 41 of the principal towns and cities of Canada, bringing its services to more than 18,000 blind Canadians. In addition it operates sightsaving and prevention of blindness departments. *Information freely furnished, to all interested, upon request.*

The Canadian National Institute for the Blind

Lewis M. Wood, C.B.E.,
President.

E. A. Baker, O.B.E.,
Managing-Director.

186 Beverley Street,
Toronto 2-B.

THE CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln, Nebraska

The Christian Record Benevolent Association was founded in 1899 and dedicated to the embossing and distribution of religious literature for the blind. The corporation is administered by a Board of Trustees, elected biennially, and is supported in its work by public contributions and the income from endowment investments. At the present time the Association is providing the following free services:

Publications

The Christian Record, a monthly non-sectarian religious journal of fifty-six pages in both Braille, grade 1½, and New York Point.

Bible Expositor, a forty-page monthly topical journal issued in both the Braille, grade 1½, and the New York Point.

Sabbath School Monthly, a monthly journal of approximately forty pages providing a weekly series of Bible lessons, issued in Braille, grade 1½, and New York Point.

Life and Health, a fifty-six page Braille, grade 1½, edition of the national ink-print health journal published in Washington, D. C.

Children's Friend, a twenty-eight page monthly journal, Braille grade 1½, for the junior level. It is a compilation of religious, moral, and character-building non-sectarian stories.

Correspondence Course

The Association brailles and distributes the internationally known Voice of Prophecy Bible Correspondence Course. Since the inauguration of the course better than six thousand have enrolled.

Library

A free circulating library of several hundred Braille and Point volumes is maintained.

Talking Books

During recent months the Association has begun the recording of a series of devotional and inspirational Talking Books for distribution to the public through the regional branches for the blind of the Library of Congress. Thus far two volumes, "Thoughts from the Mount of Blessing" and "Steps to Christ" have been made available.

THE HADLEY CORRESPONDENCE SCHOOL FOR THE BLIND

Incorporated (1922) Under State Charter

Not for Profit

620 Lincoln Avenue

Winnetka, Illinois

The Hadley School offers 70 home-study courses, ranging from the fifth grade through a complete high-school curriculum, including some university work. A course in the reading of Braille is available to those who have not learned it, or who wish to "brush up."

All Hadley courses are given tuition-free to the blind. The generosity of people interested in the blind and in their welfare makes this possible.

The School maintains a Braille lending library that supplies students with all books needed for their courses, and all instructional material in Braille.

The School employs a staff of experienced teachers and Braillists who provide individualized instruction, through personal letters written in Braille.

The Hadley Library lends the Braille and the Talking Book editions of *The Reader's Digest* to many of its students and other blind readers.

Next to Braille, English is most in demand. English courses range from elementary study to a special creative writing program for students interested in writing as a hobby or vocation. For these students the School publishes every two years a Braille edition of the "Handy Market List" from the pages of *Author & Journalist*. In 1951 the School also published in Braille the "Hadley Anthology of Magazine Poetry."

Through a coordinated arrangement with the Home-Study Department of the University of Chicago, the Hadley School makes available in Braille selected college courses offered by the University. This service includes the Brailling and lending of all required textbooks and instructional material, the transcribing into typewritten form of Brailled lessons for the University instructors, and transcribing of the instructors' corrections and suggestions into Braille. Three English courses and one in Psychology, each offering 3 semester hours of college credit, are now available. As a special aid to the study of college psychology, the Hadley School lends all students of this course three-dimensional biological models and other technical equipment. The University of Chicago grants a 50% remission in tuition to blind students, and Hadley Scholarships will pay the balance, thus making these college courses tuition-free to the blind, as are all Hadley courses.

Application for enrollment in the Hadley School may be made at any time throughout the year. The School serves more than 1000 persons annually.

A Braille or print catalogue will be furnished upon request.

HOWE PRESS OF PERKINS INSTITUTION

Watertown 72, Mass.

Ever since 1832 the embossing of books for the blind and the manufacture of special appliances has been carried on by the Perkins Institution for the Blind. The first director, Dr. Samuel Gridley Howe personally raised special funds for this purpose. After his death his successor Mr. Michael Anagnos raised an endowment fund and established the Howe Memorial Press in 1882. Now located on the school campus in Watertown, Mass., the Howe Press continues to carry out the work which Dr. Howe began.

Printing Braille Books. The bulk of our work is adult literature for the Library of Congress. In addition, text books, testing material, and music embossed for Perkins Institution are made available at cost to anyone needing them. We publish several reading aids for adult beginners. Price lists and music catalogues are available in print and braille.

Maps. Embossed paper maps, both historical and geographical are for sale. The Braille Map Quarterly, which deals with a current news event, is sent free to braille readers anywhere in the world.

Appliances. These are mostly educational devices including braille writers, braille shorthand writers, and a variety of braille slates. We also manufacture some mathematical instruments, and room thermometers. Price lists are available, and a bulletin describing the Perkins Brailler.

Games. These include brailled playing cards, specially designed sets of chess and checkers, interlocking dominoes, chinese checkers, and anagrams. Also a special slate for brailling your own playing cards.

Equipment. Stereotyping equipment is made primarily for our own use but is also manufactured to order. Used equipment is sometimes available.

Machine Shop Facilities. A modern tool-making and machine shop has been established recently to take care of the new Perkins Brailler. These facilities are adequate for the development and manufacture of new mechanical devices for the blind.

CLOVERNOOK HOME FOR THE BLIND
CINCINNATI LIBRARY SOCIETY FOR THE BLIND

Cincinnati 31, Ohio

The Cincinnati Library Society for the Blind was founded by Georgia D. and Florence B. Trader in 1901. The books were deposited in the Public Library, Cincinnati and the Librarian and attendants were paid by them. This Society outgrew the space allotted for the books, so in 1934 they were taken to Clovernook and housed on the second floor of the shop building. There are 1,058 active readers and the circulation is about fifty thousand books and magazines each year. The collection consists of 37,000 Braille books, Music and Magazines and 48,000 Talking Book records.

The examination of the children's eyes in the Public Schools was started in 1904.

In 1905 classes for Blind children in connection with the Public Schools were opened through the efforts of Georgia D. and Florence B. Trader. There is a class for totally blind children and other classes for conservation of vision.

Clovernook Home for the Blind was founded in 1903 by Georgia D. and Florence B. Trader. Clovernook was the former home of the poet sisters, Alice and Phoebe Cary. It is an Industrial Home for forty women. It consists of a tract of 29 acres—two dwellings and a two-story shop approximately one hundred feet square—besides farm buildings and a large garage.

The shop provides a weaving and printing department. The weaving department contains ten looms and the women weave rag rugs, woolen blankets and other articles.

In the printing department the blind girls do the Braille stereotyping on zinc plates—taking dictation from the dictaphone—proof-reading, collating, sewing of the books—wire stitching of the magazines on power machines, make up the shipping boxes and pack the books. They are busy seven hours a day, five days a week.

JOHN MILTON SOCIETY FOR THE BLIND
A WORLD-WIDE SERVICE TO THE BLIND BY UNITED PROTESTANTISM

Through this Society, more than 50 Protestant denominations in the United States and Canada united to serve the religious interests and needs of the blind through the publication of literature in braille and talking book form, through pastoral counselling and through special projects in Christian schools and homes for the blind in Protestant mission fields overseas.

Magazines

"John Milton Magazine" a religious digest for adults circulating in more than 60 countries around the world.

"Discovery" a story magazine for boys and girls.

"John Milton Sunday School Quarterly" containing the International Sunday School Lessons with teacher's notes.

Books and Pamphlets

Many books and pamphlets are published including a hymn book, a book of Christmas carols, books of prayers for younger and older children and books on the Christian faith. A motto calendar is also published annually. A small talking book publication is being produced during 1951.

Overseas Services

Since 1948, the Society has extended its services to Christian schools and homes for the blind in Christian mission fields overseas. Magazines, books and pamphlets are published in eight foreign language braille systems. Special projects for blind children are carried on in more than a score of Christian schools and homes. Scholarships are arranged for the special training of native teachers and missionaries serving the blind on mission fields.

The mission of the John Milton Society is to impart spiritual strength, inspiration and new hope to the blind through Christian literature in braille and talking book form and through a variety of pastoral ministries which bring the light and cheer of the Christian faith to thousands on this continent and in more than 60 countries around the world. Helen Keller has been its President for almost twenty years. The extent and continuance of its services depend wholly on voluntary contributions. Its offices are located at 156 Fifth Avenue, New York 10, New York.

THE MATILDA ZIEGLER MAGAZINE FOR THE BLIND
MONSEY, NEW YORK

Howard M. Liechty, Managing Editor

The Matilda Ziegler Magazine for the Blind was founded in 1907 and is published monthly by the Matilda Ziegler Publishing Company for the Blind, Inc. It is the gift of the late Mrs. William Ziegler of New York, by whose generosity it was endowed in perpetuity. The genius of the late Walter G. Holmes, for thirty-nine years its editor and manager, caused its being and its continuing high tradition. Its purpose throughout its history has been that of these two great souls—to serve the blind out of love for humanity; specifically, to bring to blind readers entertainment and companionship, and the best of reading material available in the literature of this country. Other services extended through the facilities of the Ziegler Magazine office are the securing for blind people, at special prices and without profit, of portable typewriters, alarm clocks which are embossed for touch reading, small radios, playing cards embossed in Moon Type, needle threaders and self-threading needles, and other items as occasion presents itself.

The contents of the Ziegler Magazine are made up of more or less regular features and departments, consisting of the following in a typical monthly issue: a cover poem appropriate to the month or season; an editorial page; a review of the month's news; a department of special notices concerning events and items of particular interest or help to the reader; an account about a blind person whose achievements or whose life are notable and inspiring; reprinted articles (three to five in number) from ink print publications, of current or popular interest, or of educational or cultural value; a necrology of blind persons; a page of contemporary and classical poetry; a department dealing with new appliances and aids, and of tools and services for the blind; a short fiction story; a review of a current best-seller book.

The publishers desire the Ziegler Magazine to be read by any blind people who would find it worthwhile. It will be sent entirely free of charge to anyone making application.

The mailing date of the monthly issue is usually during the last full week of the preceding month.

Three editions are published—Braille, New York Point, and Moon type—and readers may have their choice from among the three, depending upon which system they prefer to read or can read.

NATIONAL BRAILLE PRESS INC.

88 St. Stephen Street, Boston 15, Massachusetts

The National Braille Press Inc., is a charitable organization, dependent entirely on private contributions, publishing for free distribution: *Weekly News,* a current events magazine for the blind, printed in Braille Grade 2; *Our Special,* a monthly magazine for blind women, printed in Braille Grade 1½; *The Home Teacher,* a professional journal for home teachers and social workers, printed in Braille Grade 2. Also, it accepts contracts for the publishing of other Braille periodicals, but not for profit.

Founded as the Braille Weekly Publishing Company, January, 1927; incorporated under its present name under the laws of the Commonwealth of Massachusetts, May 29, 1929.

PURPOSE: Embossing, printing and circulating in the United States and Canada reading matter for the blind; promoting finger reading and assisting the blind to become happier and better informed citizens. The organization employs twenty-five persons on its project, fourteen of whom are visually handicapped.

DISTRIBUTION: Throughout the United States and its possessions, and to English-speaking readers all over the world.

OFFICERS: President and Treasurer, Charles Boyden, Boston; First Vice-President and Assistant Treasurer, Walter I. Badger, Jr., Boston; Second Vice-President, Mrs. Elmore I. MacPhie, West Newton; Secretary, Mrs. Richard D. Fay, Cambridge; Managing Director, Francis B. Ierardi, 88 St. Stephen Street, Boston 15, Massachusetts.

THE NATIONAL COUNCIL PROTESTANT EPISCOPAL CHURCH COMMITTEE ON LITERATURE FOR THE BLIND

The Rev. W. J. Loaring-Clark, Secretary, Jackson, Tennessee

The National Council of the Episcopal Church through its Committee on Literature for the Blind publishes a monthly magazine. THE CHURCH HERALD, which has a mailing list of some 600 names. This is the free gift of the Episcopal Church to the visually handicapped and is edited by the Secretary of the Committee, the Rev. W. J. Loaring-Clark, D. D., Jackson, Tennessee. THE CHURCH HERALD is published in Revised Braille, Grade 1½ and contains the Church Calendar, Prayers, Articles, Poems, a book in serial form, a Question and Answer Department, a News and Notes Department and the Episcopal Church School Lessons according to the Bible Class and Home Department Quarterly edited by the Very Rev. Hiram R. Bennett, D. D. and published by the kind permission of the H. H. Jacobs Co.

NATIONAL INDUSTRIES FOR THE BLIND

15 West 16th Street, New York 11, New York

National Industries for the Blind, founded by the American Foundation for the Blind, is a non-profit organization incorporated September 13, 1938, under the laws of the State of New York. Its principal purpose is to allocate orders to workshops for the blind under the direction of the Committee on Purchases of Blind-made Products, a committee set up under the provisions of the Wagner-O'Day Act, which authorizes the Federal departments to purchase brooms, mops, and other suitable commodities from workshops for the blind.

National Industries for the Blind is governed by a Board of Directors, with the general committee on Sheltered Workshops for the Blind acting as an Advisory Committee. All major policies are discussed with this committee.

Another purpose of National Industries for the Blind is to develop the open market for blind-made products which measure up to certain well-defined standards.

The government market has greatly aided the workshops by making possible an increased production, necessitating the maintenance of high standards of workmanship and of business procedure.

THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

1790 Broadway, New York 19, N. Y.

The National Society for the Prevention of Blindness is engaged in a program to eliminate preventable loss of sight. Its objects are:

1. To endeavor to ascertain, through study and investigation, any causes, whether direct or indirect, which may result in blindness or impaired vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

The Society's preventive program for both children and adults is carried out through field work, publications, statistical service, personal interviews and all means of public education. It coordinates its work with that of other organizations in all phases of saving sight. Grants are made for basic and clinical research in the blinding eye diseases. Literature, exhibits, lectures, charts and assistance in sight-saving projects are available on request. It publishes the following periodicals: *Sight-Saving Review,* quarterly, $2.50 a year; *Prevention of Blindness News,* published four times a year, sent free upon request; and Annual Report.

ROYER-GREAVES SCHOOL FOR BLIND

South Valley Road, Paoli, Pennsylvania

Dr. Jessie Royer Greaves, Principal and Chairman of the Board

This school, formerly at King of Prussia, was established and is conducted for retarded blind children. Here pupils are trained in school work, music, hand crafts and those home duties so essential to their future usefulness and happiness.

To meet the extra demands made by premature babies, a junior unit has been established on a large farm six miles from Coatesville. Here, with equipment and furnishings particularly adapted to them, little folks have an opportunity for physical and mental development.

Each unit is conducted as a normal family with its natural home life. Pupils are registered from ten States, and former pupils are living full and busy lives.

Paoli is on Lincoln Highway, Route 30, and the Main Line of the P.R.R. All through trains stop at Paoli, and the trip to New York may be made without change of cars.

THE SEEING EYE, INC.

Morristown, N. J.

Henry A. Colgate, *President & Chairman of the Board*
W. H. Ebeling, *Exec. Vice-President*

The Seeing Eye is a national philanthropic organization established for the rehabilitation of blind men and women through the use of dog guides. Its three-fold purpose is: Training dogs to guide the blind; teaching blind people how to use the dogs, and teaching sighted men to become instructors.

It was founded in 1929 by the late Mrs. Dorothy H. Eustis and was incorporated in 1932 under the welfare laws of the State of New Jersey. The Seeing Eye has no branches and does not duplicate the activities of existing agencies for the blind, but cooperates closely with them in the common purpose of improving the status of the blind. Eligibility of the applicant is based upon physical and mental fitness, character and need. No eligible blind person is denied the service because of lack of funds. Over 1800 adjustments have been made and classes are held during every month of the year with an annual student body of 180 to 200.

Since it is a membership organization it does not participate in benefits, raffles or similar events and permission is never granted by the organization to sell tickets or articles said "to help The Seeing Eye."

As a pioneer organization, The Seeing Eye recognizes its responsibility to set and maintain standards worthy of the confidence of the blind and the endorsement of the public. Both the quality of its work and the nature of its policies have that end in view

PROGRAM

TWENTY-FIFTH CONVENTION

OPENING SESSION

Sheraton Plaza Hotel, Daytona Beach, Florida

June 24-29, 1951

SUNDAY, JUNE 24, 1951
8:00 P. M.

Chairman—Harry E. Simmons

Executive Director, Florida Council for the Blind, Tampa, Florida

INVOCATION

Rabbi Henry Okolica, Temple Israel

ADDRESSES OF WELCOME:

HOST

Paul E. Raymond, Member, Florida Council for the Blind, Daytona Beach, Florida

STATE OF FLORIDA

Honorable Fuller Warren, Governor of Florida

CITY OF DAYTONA BEACH

Honorable Ollie Lancaster, Mayor of the City of Daytona Beach

DAYTONA BEACH LIONS CLUB

Walter Shelley, President, Daytona Beach Lions Club, Daytona Beach, Florida

RESPONSE

Roy Kumpe, First Vice-President, American Association of Workers for the Blind, Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas

PRESIDENT'S ADDRESS

Francis B. Ierardi, President, American Association of Workers for the Blind, Managing Editor, National Braille Press, Boston, Massachusetts

GENERAL SESSION

MONDAY, JUNE 25, 1951

MORNING—9:30-12:00

Chairman—Francis J. Cummings, Ph.D., Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Remarks of Program Chairman
Col. E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Canada

Coordination of Federal Services for the Blind—a Federal Viewpoint
Miss Mary Switzer, Director, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Coordination of Federal Services for the Blind—a State Viewpoint
Harry E. Simmons, Executive Director, Florida Council for the Blind, Tampa, Florida

GROUP MEETING

MONDAY, JUNE 25, 1951

AFTERNOON—2:00-5:00

GROUP B

Rehabilitation specialists, placement agents and field officers for the blind

Chairman—W. S. Wood, Placement Counsellor, State Commission for the Blind, Houston, Texas

The Importance of Home Industry to Rehabilitation
Miss Julia Lawson, Supervisor of Home Industries and Home Teaching, Texas Commission for the Blind, Austin, Texas

Rehabilitation of the Rural Blind
George Owens, Rehabilitation Counsellor, Division of Services for the Blind, State Department of Public Welfare, Jackson, Mississippi

Preparation of the Blind Person for Employment
W. R. Young, Director, Rehabilitation Division, Florida Council for the Blind, Tampa, Florida

INDUSTRIAL PANEL:

Development and Expansion of Employment Opportunities for Blind Persons
George W. Keller, Supervisor, Service for the Blind, Vocational Rehabilitation Service, Department of Education, Baltimore, Maryland

Employer Attitudes
Bob McKnight, Industrial Rehabilitation Specialist for the Blind, Memphis, Tennessee

Post-Placement Services to Client and Employer
Charles B. Grider, Placement Specialist for the Blind, Alabama Institute for the Deaf and Blind, Talladega, Alabama

Nomination of Board Member for 2 years.

Election of Chairman and Secretary for 2 years.

GROUP D

Lay and non-professional group

Chairman—Jake Jacobson, Portsmouth, Virginia

My Experience in Putting on a Christmas Tree Sale for the Blind
Joseph B. Delbridge, State Manager of Canteen Service, Virginia Association of Workers for the Blind, Richmond, Virginia

Election of Chairman and Secretary for 2 years.

GROUP H

Librarians for the blind, administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.

Chairman—Howard M. Liechty, Managing Editor, Matilda Ziegler Publishing Company, Monsey, New York

Special Recording for Student and Professional Needs

Mrs. Mildred Skinner, Librarian, Library for the Blind, New York Public Library, New York, New York

Discussion

World Braille

Miss Marjorie Hooper, Braille Editor, American Printing House for the Blind, Louisville, Kentucky

Discussion

General Discussion

a) Status of Braille printing equipment; availability of new equipment.
b) Need for research in production of books and periodicals, and in development of Braille equipment.
c) Problems related to production, distribution and use of recorded books.
d) Miscellaneous.

Election of Board Member for 4 years.

Election of Chairman and Secretary for 2 years.

GROUP MEETINGS

TUESDAY, JUNE 26, 1951

MORNING—9:30-12:00

GROUP C

Home Teachers and social workers other than home teachers engaged in work with the blind.

Chairman—Miss Louise D. Cowan, Ontario Supervisor of Home Teachers, Canadian National Institute for the Blind, Toronto, Ontario

Roll Call and Minutes

Miss Mary E. Rowell, Case Worker for the Blind, North Carolina State Commission for the Blind, Asheville, North Carolina

Report on "The Handicraft Supplement" of *The Home Teacher*

Miss Marie Busch, Supervising Home Teacher, Bureau for the Blind, Division of Welfare, Jefferson City, Missouri

Election of Officers

Chairman—2-year term, and Secretary—2-year term

Address—Case Work with the Blind

Miss Elizabeth Maloney, Assistant Director, Department for the Handicapped, Brooklyn Bureau of Social Services, Brooklyn, New York

GROUP F

Executive heads of national agencies for the blind and professional staff members

Chairman—A. N. Magill, Superintendent, Ontario Division, Canadian National Institute for the Blind, Toronto, Ontario

Possible Contributions Which a National Private Agency Can Make to Work for the Blind in the United States

Hulen C. Walker, Legislative Aanalyst, The American Foundation for the Blind, Washington, D. C.

The Place for and the Values of a State-wide Private Agency in Work for the Blind

Philip N. Harrison, Executive Secretary, The Pennsylvania Association for the Blind, Harrisburg, Pennsylvania

The Value and Scope of a Single Private Service Organization in Work for the Blind in Canada

Frank H. Flinn, Superintendent of the Maritime Division, The Canadian National Institute for the Blind, Halifax, Nova Scotia

The Contributions Which Organized Blind People Make to Work for the Blind in Canada

Mrs. Sadie Bending, President, The Canadian Council of the Blind, London, Ontario

Election of Board Member for 4 years.

Election of Chairman and Secretary for 2 years.

GROUP I

Business Enterprise Specialists for the Blind

Chairman—William H. Hathaway, Supervisor of Commercial Enterprises of Delaware Commission for the Blind, Wilmington, Delaware

Present Vending Stand Programs and the Outlook for the Future

Morris I. Tynan, Chief of Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Something About Merchandising

Official of the Coca-Cola Co., Regional Office, Atlanta, Georgia

Questions

Topics for Discussion:

1. Effective operating with subsidies on growth of stand program.
2. Influence of the vending stand program on public relations.
3. Financial relationship between operator and agency.
4. Construction and design of vending stands.
5. Methods of training operators.
6. Use of vending machines in the stand program.

Discussion Leader

Gordon Joyner, Supervisor of Vending Stands, Virginia Commission for the Blind, Richmond, Virginia

Election of Board Member for 4 years.

Election of Chairman and Secretary for 2 years.

MUSIC COMMITTEE

Chairman—Herbert C. Treneer, Chairman, Advisory Music Committee, Canadian National Institute for the Blind, Toronto, Ontario

My Appproach to the Subject of Piano Tuning

Sanford Leppard, Member of the National Council, The Canadian National Institute for the Blind, Toronto, Ontario

How Fares the Blind Organist, and Why?
Harry J. Ditzler, Director of Music, New Mexico School for the Blind, Alamogordo, New Mexico

Opportunities and Problems of the Sightless Music Teacher in a School for the Blind
John Meldrum, Director of Music, Oklahoma School for the Blind, Muskogee, Oklahoma

GROUP MEETINGS

Tuesday, June 26, 1951

Afternoon—2:00-5:00

GROUP A

Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.

Chairman—Byron M. Smith, Executive Secretary, Minneapolis Society for the Blind, Minneapolis, Minnesota

The Present-Day Challenge of a Modern Agency for the Blind
Dr. Philip S. Platt, Executive Director, New York Association for the Blind, New York, New York

The Employer's Viewpoint in Hiring Totally Blind and Visually Handicapped People
J. Arthur Johnson, Personnel Administrator of the Aeronautical Division, Minneapolis Honeywell Regulator Company, Minneapolis, Minnesota

Nomination of Board Member for 2 years.

Election of Chairman and Secretary for 2 years.

GROUP E

Executive heads of any Commission or Association doing statewide work for the blind
Chairman—Mrs. Lee Johnston, Chief, Bureau for the Blind, Division of Welfare, Jefferson City, Missouri

Panel Discussion

Foot Travel Techniques for the Blind—

Harold Richterman, Supervisor of the Vocational Institute, Industrial Home for the Blind, Brooklyn, New York

W. Harold Bleakley, Associate Director, Pittsburgh Branch, Pennsylvania Association for the Blind, Pittsburgh, Pennsylvania

Frederick W. Ave-Lallement, Executive Director, Columbia Polytechnic Institute for the Blind, Washington, D. C.

Discussion from the floor

Election of Board Member for 4 years.

Election of Chairman and Secretary for 2 years.

GROUP G

Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.

Chairman—Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri

Topic of Discussion: Status of Research for Schools for the Blind—
Speakers to be Announced

Election of Board Member for 4 years.

Election of Chairman and Secretary for 2 years.

GENERAL SESSION

WEDNESDAY, JUNE 27, 1951

MORNING—9:30-12:00

Chairman—Miss M. Roberta Townsend, Director, Survey & Homework Department, National Industries for the Blind, New York, New York

NEEDS OF THE HOMEBOUND BLIND

Is There a Central Professional Discipline in Work for the Blind?
Miss Elizabeth Maloney, Assistant Director, Department for the Handicapped, Brooklyn Bureau of Social Service and Children's Aid Society, Brooklyn, New York

Case Work—A Specialty
Milton H. Klein, Consultant, Public Assistance Division, Department of Public Welfare, Columbus, Ohio

Home Teach—A Specialty
Miss Sophy Forward, State Supervisor, Home Teaching Section, State Council for the Blind, Harrisburg, Pennsylvania

The Hows and Whys of Good Personnel Selection
Miss Georgie Lee Abel, Educational Consultant, American Foundation for the Blind, New York, New York

AFTERNOON

Sightseeing Trips

Details will be available at the Registration Desk and will also be announced early in the Convention Program.

GENERAL SESSION

THURSDAY, JUNE 28, 1951

MORNING—9:30-12:00

Chairman—Mr. Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri

Aims and Principles of Vocational Guidance
James A. Martin, M.A.E., Instructor, Vocational Guidance, University of Florida, Gainesville, Florida

Vocational Guidance in Schools for the Blind
F. E. Davis, President, American Association of Instructors of the Blind; Superintendent, American Printing House for the Blind, Louisville, Kentucky

Vocational Guidance and Training Needs in Schools for the Blind as Seen from the Standpoint of Work with the Adult Blind
Harry Spar, Vocational Director, Industrial Home for the Blind, Brooklyn, New York

11:30 A.M.—Election of Officers

GENERAL SESSION

AFTERNOON—2:00-5:00

Summaries of All Group Meetings

Chairman—Miss Kathern F. Gruber, Assistant Director, American Foundation for the Blind, New York, New York

Group A
Byron M. Smith, Executive Secretary, Minneapolis Society for the Blind, Minneapolis, Minnesota

Group B
Mrs. Madeline McCrary, Chief of Rehabilitation Services, State Commission for the Blind, Raleigh, North Carolina

Group C
Miss Mary E. Rowell, Case Worker with the Blind, North Carolina State Commission for the Blind, Asheville, North Carolina

Group D
Jake Jacobson, Portsmouth, Virginia

Group E
Mrs. Lee Johnston, Chief, Bureau for the Blind, Division of Welfare, Jefferson City, Missouri

Group F
Miss Elizabeth L. Hutchinson, Vice-President, The Seeing Eye, Morristown, New Jersey

Group G
Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri

Group H
Howard M. Liechty, Managing Editor, The Matilda Ziegler Magazine for the Blind, Monsey, New York

Group I
William H. Hathaway, Vending Stand Supervisor, Delaware Commission for the Blind, Wilmington, Delaware

Music Committee
Herbert C. Treneer, Advisory Music Committee Chairman, Canadian National Institute for the Blind, Toronto, Ontario

EVENING—7:00

Shotwell Memorial Award Banquet and Presentation

INVOCATION
Reverend Paul Edris, First Presbyterian Church, Daytona Beach, Florida

Toastmaster
Francis J. Cummings, Ph.D., Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Guests of Honor
Dr. Helen Keller
Miss Polly Thomson

Presentation to be made by:
Peter J. Salmon, Executive Director, Industrial Home for the Blind, Brooklyn, New York
J. Robert Atkinson, Vice-President and General Manager, Braille Institute of America, Inc., Los Angeles, California

Entertainment by:
Daytona Beach Lions Club

GENERAL SESSION

Morning—9:30-12:00

BUSINESS MEETING

Report of American Foundation for the Blind
M. Robert Barnett, Executive Director

Report of Board of Directors of A.A.W.B.

Report of Necrology Committee
Joseph E. Jablonski, Stand Manager, Industrial Home for the Blind, Brooklyn, New York

Report of Auditing Committee
Everett R. Steece, Chairman, Supervisor, State Services for the Blind, Department of Public Welfare, Columbus, Ohio

Report of Legislation Committee
Peter J. Salmon, Chairman, Executive Director, Industrial Home for the Blind, Inc., Brooklyn, New York

Report of Board of Certification of Home Teachers
Murray B. Allen, Chairman, Salt Lake City, Utah

Report of Resolutions Committee
Francis J. Cummings, Ph.D., Chairman, Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Report of Braille Committee

Report of Civil Defense Committee

New Business

Invitation to Next Convention

Presentation of officers

Adjournment

OFFICERS AND COMMITTEES

1951-1953

EXECUTIVE COMMITTEE

President .....*Roy Kumpe, Little Rock, Arkansas
First Vice-President .....*Captain M. C. Robinson, Vancouver, British Columbia
Second Vice-President .....*Joseph F. Clunk, Philadelphia, Pennsylvania
Secretary-General ..... Alfred Allen, New York, New York
Treasurer .....*Lemont Hackett, Baltimore, Maryland

BOARD OF DIRECTORS

Past President .....*Francis B. Ierardi, Boston, Massachusetts

GROUP

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NEW YORK, N.Y. 10011

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PROCEEDINGS

OF THE

TWENTY-SIXTH CONVENTION

OF THE

American Association of Workers for the Blind

Brown Hotel

Louisville, Kentucky

June 29-July 4, 1952

Price $4.00

PRINTED IN U.S.A.

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TABLE OF CONTENTS

PAGE

OFFICERS AND COMMITTEES, 1951-1953 iii

LIST OF SPEAKERS xi

TWENTY-SIXTH CONVENTION—OPENING SESSION 1

Remarks of Charles W. Allen 1
Remarks of S. Albert Phillips 2
Response—Robert H. Thompson 2
President's Address—*Roy Kumpe—AAWB 3
President's Address—Finis E. Davis—AAIB 4

PAPERS PRESENTED AT GENERAL SESSIONS

The Question of Blind or Sighted Staff Members 9
* Vaughn Terrell

Divisions of Opinion on Legislation for the Blind 12
* Lloyd H. Greenwood

Educational Trends in Schools for the Blind 15
Dr. Neal F. Quimby

What Can a Graduate of a School for the Blind Reasonably Expect of a Placement Agency? 19
* Leonard J. Chard

Our Responsibility for the Preschool Blind Child and How We Can Best Meet His Needs 21
Miss Georgie Lee Abel

Liaison Between School for the Blind and Other Agencies 26
*Col. E. A. Baker, M.C., O.B.E.

Coordination of School Curricula with Adult Rehabilitation Programs 27
* Francis J. Cummings, Ph.D.

What Can a Placement Agent Reasonably Expect of a Graduate of a School for the Blind? 29
* Arthur L. Voorhees

Have We Undersold or Oversold Ourselves and the Public on the Possibilities of the Independence of Blind People? 32
* Miss Marie A. Busch

Agency Practices Which Further or Hinder the Independence of Blind People 34
* Milton A. Jahoda

Independence from the Social Inferiority Attributed to Blindness 36
* Miss Ethel Heeren

Are There Any Basic Precepts for a Blind Person to Accept If He Is to Be Independent? 40
* Joseph F. Clunk

PAGE

Can We Get Any Light on the Problem of the Independence of Blind People from the Experiences of Other Handicapped Groups? 47
James F. Garrett, Ph.D.

What Can Be Done to Further the Independence of Blind People in the Demands of Daily Living? 49
J. M. Woolly

Report of the American Foundation for the Blind 51
* M. Robert Barnett

GROUP SUMMARIES

Group A — Carl E. Olsen 57
Group B — * Robert R. Moore 58
Group C — * Mrs. Juliet Bindt 59
Group D — * Jake Jacobsen 62
Group E — Mrs. Kathryn C. Barkhausen 62
Group F — * J. Milton Johnson 64
Group H — Nelson Coon 67
Group I — * Gordon L. Joyner 67
Music Committee — * Herbert C. Treneer 68

PAPERS PRESENTED AT GROUP MEETINGS

The Workshop in Relation to a Total Program of Service for the Blind 70
Allan W. Sherman

Workshops on the National Level—Yesterday, Today and Tomorrow 75
C. C. Kleber

The Place Residential Schools Occupy in Rehabilitation 77
D. W. Overbeay

Preparing the Client for Employment 79
Mrs. Lucille Neely (read for)

Adjustment Centers and Their Contributions to the Employment Objective 82
* William L. Dauterman

The Responsibility of the Industrial Employment Counselor 84
* Vernon L. Hull

The Effect These Related Services Have on the Continuous Employment of the Blind 86
Miss Elizabeth J. Kuck

Public Relations and Placement 89
* Norman M. Yoder

The Place of a Home Teacher in a Rehabilitation Program 93
* Leonard Hoskins

The Usefulness of Gadgets to the Home Teacher 94
Charles G. Ritter

PAGE

The Function of a Home Teacher in the Modern Setting 98
* Raymond M. Dickinson

Advantages of Lay Membership in the AAWB 102
* Hulen C. Walker

The Basic Principles Regarding the Establishment of Home Work 104
Miss M. Roberta Townsend

Home Bound Employment Programs Today 106
* George F. Meyer

Methods and Techniques for Evaluating a Program for the Home-Bound Blind 108
Miss Virginia Cole (read for)

Planning for Home Industries Research 112
* Arthur L. Voorhees

The Ideal Agency for the Blind 113
Miss M. Roberta Townsend

Methods for Developing Professional and Technical Skills for Administrative and Professional Personnel 115
* Col. E. A. Baker, M.C., O.B.E.

Developing Skills in Business Management and Industrial Supervision 116
George A. Brown

Enjoy Grade Two 122
* R. W. Beath

Factors to Be Considered in Operating a Chain of Food Services 123
Willard A. Offner

The Effect of the Use of Vending Machines in the Vending Stand Program 125
* Maurice I. Tynan

Successful Methods Used by Blind Persons in Handling the So-Called "Difficult Items" at Snack Bars 128
Douglas R. Strong

Service to Blind Musicians Through the Canadian National Institute for the Blind 129
Mrs. Edith Simpson

The Education of Musicians in Schools for the Blind 134
* Connie Anderson (read for)

BANQUET AND PRESENTATION OF SHOTWELL MEMORIAL AWARD

Minutes of Annual Banquet 136

Presentation Speeches:

* Maurice I. Tynan 136

* J. Robert Atkinson 139

Acceptance Speech:

* Col. E. A. Baker, M.C., O.B.E. 141

PAGE

COMMITTEE REPORTS

Report of the Board of Directors 144
Alfred Allen

Report of Necrology Committee 146
* Stanley Wartenberg

Report of Auditing Committee 148
Arthur V. Weir

Report of Legislative Committee 149
* Francis J. Cummings, Ph.D.

Report of Board of Certification of Home Teachers of the Blind 151
* Murray B. Allen

Report of Resolutions Committee 153
Miss Elizabeth L. Hutchinson

Report of Committee on Principles and Standards 156
* Lloyd H. Greenwood

Report of AAWB Braille Committee Chairman 158
* R. W. Beath

Report of the Committee on Rehabilitation Centers for the Blind 159
William M. Cannon

BUSINESS MEETING

Reports (See above)

Invitations for 1953 Convention 161

Adjournment 161

Registration Statistics 162

MEMBERSHIP ROSTER AND STATISTICS

Membership Roster, 1952 163

Membership Statistics, 1952 182

DIRECTORY OF NATIONAL AGENCIES FOR THE BLIND

American Association of Workers for the Blind 184

American Association of Instructors of the Blind 185

American Bible Society 186

American Foundation for the Blind 187

American Printing House for the Blind 189

Braille Institute of America, Inc. 190

PAGE

Canadian National Institute for the Blind 191
Christian Record Benevolent Association, Inc. 192
Hadley Correspondence School for the Blind 193
Howe Memorial Press 194
Clovernook Home for the Blind 194
John Milton Society for the Blind 195
Matilda Ziegler Magazine for the Blind 196
National Braille Press, Inc. 197
National Council Protestant Episcopal Church 198
National Industries for the Blind 198
National Society for the Prevention of Blindness 199
Royer-Greaves School for the Blind 199
The Seeing-Eye, Inc. 200

PROGRAM OF TWENTY-SIXTH CONVENTION

Program of Twenty-sixth Convention 201

LIST OF SPEAKERS

Abel, Miss Georgie Lee 21
Allen, Alfred 144
Allen, Charles W. 1
* Allen, Murray B. 151
* Anderson, Connie 134
* Atkinson, J. Robert 139
* Baker, Col. E. A. 26, 115, 141
Barkhausen, Mrs. Kathryn C. 62
* Barnett, M. Robert 51
* Beath, R. W. 122, 158
* Bindt, Mrs. Juliet 59
Brown, George A. 116
* Busch, Miss Marie A. 32
Cannon, William M. 159
* Chard, Leonard J. 19
* Clunk, Joseph F. 40

PAGE

Cole, Miss Virginia 108
Coon, Nelson 67
* Cummings, Francis J., Ph.D. 27, 149
* Dauterman, William L. 82
Davis, Finis E. 4
* Dickinson, Raymond M. 98
Garrett, James F., Ph.D. 47
* Greenwood, Lloyd H. 12, 156
* Heeren, Miss Ethel 36
* Hoskins, Leonard 93
* Hull, Vernon L. 84
Hutchinson, Miss Elizabeth L. 153
* Jacobsen, Jake 62
* Jahoda, Milton A. 34
* Johnson, J. Milton 64
* Joyner, Gordon L. 67
Kleber, C. C. 75
Kuck, Miss Elizabeth J. 86
* Kumpe, Roy 3
* Meyer, George F. 106
* Moore, Robert R. 58
Neely, Mrs. Lucille 79
Offner, Willard A. 123
Olsen, Carl E. 57
Overbeay, D. W. 77
Phillips, S. Albert 2
Quimby, Dr. Neal F. 15
Ritter, Charles G. 94
Sherman, Allan W. 70
Simpson, Mrs. Edith 129
Strong, Douglas R. 128
* Terrell, Vaughn 9
Thompson, Robert H. 2

PAGE

Townsend, Miss M. Roberta....104, 113
* Treneer, Herbert C.... 68
* Tynan, Maurice I....125, 136
* Voorhees, Arthur L....29, 112
* Walker, Hulen C.... 102
* Wartenberg, Stanley.... 146
Weir, Arthur V.... 148
Woolly, J. M.... 49
* Yoder, Norman M.... 89

SUMMARY OF CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

OPENING SESSION

Sunday, June 28, 1952—8 P. M.

The Convention, meeting in joint opening session with the American Association of Instructors of the Blind, was called to order by Finis E. Davis, Superintendent of the American Printing House for the Blind, host of the AAWB convention, and the assembly sang My Country 'Tis of Thee, and remained standing during the invocation offered by the Reverend Frank Owen Taefel, Chaplain of Nichols General Hospital, Veterans Administration, Louisville. Mr. Davis next presented the Chairman for the opening session, the distinguished Mr. Mark F. Ethridge, member of the Board of Trustees of the American Printing House for the Blind and Publisher of the Courier-Journal and of the Louisville Times. Mr. Ethridge spoke briefly concerning some of the people and places for which Kentucky and Louisville are famous, and then in turn presented the speakers of the evening, whose remarks follow. More than 700 members and delegates attended this opening session.—A.A.

REMARKS OF CHARLES W. ALLEN

President, Board of Trustees, American Printing House for the Blind
Louisville, Kentucky

This is a very happy privilege for me as President of the American Printing House for the Blind to join with our neighbor, the Kentucky School for the Blind, in extending to you a most cordial welcome. I am told that the American Association of Instructors of the Blind have not met in Kentucky since 1880 and that the American Association of Workers for the Blind have not been here in Convention since 1935. So you see, you are long past due in paying us a visit. I am specially pleased that both Associations can meet here in simultaneous conventions, with perhaps some joint sessions, bringing together perhaps the largest number of people interested in the field of education and work for the blind that has ever been assembled. It seems a progressive thing to do, and we feel highly honored that the two conventions chose this city for their conventions because it gives us the privilege of seeing and knowing you, with whom we have been associated over a period of many years in this great work.

Just a word about the American Printing House for the Blind. It is the oldest national institution for the blind in the United States, chartered by the Commonwealth of Kentucky

in 1858 and by an Act of Congress in 1879. I believe it will be agreed that in the more than 90 years of existence, the Printing House has made a fine contribution to the welfare of the blind in the publication of textbooks for all the schools and classes for the blind and in the production of a wide range of general literature for the adult blind. Perhaps nearly everyone in this audience has in some way made use of the services of the Printing House. We are looking forward to having you visit our plant and receiving your suggestions as to how we may improve our services to the blind.

May your Conventions be successful and your deliberations result in progress along the line of service to which you have dedicated yourselves.

REMARKS OF S. ALBERT PHILLIPS

Chairman Advisory Board, Kentucky School for the Blind
Louisville, Kentucky

As Chairman of the Board of Advisors of the Kentucky School for the Blind, it gives me great pleasure to welcome you to Kentucky for your meetings this year.

We here in Kentucky, and especially in the City of Louisville, feel that we have a time honored stake in your field of special education and work for the blind. Though it has been sixty-two years since the Instructors last met here, and more than seventeen since the last Workers' meeting in Louisville, the Commonwealth of Kentucky has constantly been contributing toward the improvement of services to the blind and the education of its visually handicapped children. We take pride in the fact that our state was among the small group that early recognized the need for and made provision for the education of its blind children in 1842. We are justly proud of the fact that the first Superintendent of our School recognized the need of an embossing plant and was largely instrumental in gaining the support and interest of a small group of local citizens to establish the American Printing House for the Blind.

In view of this long standing reputation and tradition in helping to foster this most noble work, we are particularly proud to have both of your groups back in Louisville for your 1952 sessions. May you have successful meetings and a pleasant stay during your visit to our famous Bluegrass State.

RESPONSE TO ADDRESS OF WELCOME

ROBERT H. THOMPSON

Chairman, Executive Committee, AAIB; Board Member of AAWB;
Superintendent, Missouri School for the Blind, St. Louis, Missouri

This is the second time in history that it has been possible for a joint response to be made to a joint welcome extended to simultaneous conventions of these two great sister Asssociations, the American Association of Workers for the Blind and the American Association of Instructors of the Blind.

This happy privilege comes to me because I have been honored by election to membership on the Board of Directors of the AAWB and to the chairmanship of the Executive Committee of the AAIB, the latter of which posts I believe the AAIB plans to end for all time at this convention.

All of us have been looking forward for months for the first opportunity in our generation to sample Kentucky hospitality, famous across the country. These generous expressions of hospitality and welcome coming to our sister organizations from you, Mr. Allen and Mr. Phillips, are like music to our ears. We couldn't have gone to sleep tonight without them. I'm reminded of Zeke and Mandy who lived in the lowlands bordering the Ohio River. Zeke loved to retire shortly after sundown in the summer evenings and be lulled to sleep listening to the crickets singing in the bottoms. This Sunday evening, the songs were clearer than usual. Zeke said, "Ah, Mandy, just listen to them crickets a

singin'. Ain't that mighty restful?" Now, Mandy loved to read a chapter in her Bible before retiring and just as she finished about an hour later, the soft notes of the hymns of the choir at the little church across the flat caught her ear. She pushed her specs up on her brow, dropped her Bible in her lap, and rocked gently as she listened. Finally, she said, "Zeke, Wake up! Can you hear that? Ain't that purty?" Zeke rolled over and roused somewhat from the first few fitful tosses of his slumber and said, "It shore is purty, Honey, and who'd ever think they could make such purty music just by rubbin' their hind legs together!"

Now these welcomes have been music to *our* ears. We like the early samples of your hospitality. We don't care how you *make* it, and there is no doubt about its *warmth*. In fact, the warmth of your welcome may rival that accorded by Missouri to the AAIB Convention in St. Louis in 1934 when the temperature reached 109 degrees and fans played over chunks of ice in tubs on the platform. But this is the good old summer time and come what may, we're here to have a good time as well as to work in the interests of our beloved organizations.

We recognize Kentucky as an outstanding state for its achievements and leadership in many fields, and this week particularly for those activities in behalf of the interests of blind and partially seeing people. There has been a long procession of far-sighted, service-dedicated individuals like Mr. Allen and Mr. Phillips who have brought the American Printing House for the Blind and the Kentucky School for the Blind through their trials and tribulations to the present splendid service institutions they are. Our visits to both will be instructional, informational and inspiring. Mr. Langan, superintendent of the Kentucky School for the Blind and Mr. Davis, superintendent of the American Printing House for the Blind are recognized as outstanding leaders by both of our Associations.

On behalf of the members and officers of both of these Associations, let me thank you for your most gracious expressions of welcome and the very evident planning and preparation, all of which should inspire our respective memberships to most productive deliberation as we meet cooperatively and independently. Thanks.

PRESIDENT'S ADDRESS

* ROY KUMPE, *President*
American Association of Workers for the Blind

Mr. Chairman, Mr. Davis, members of AAWB and AAIB, guest and friends, we are indeed honored upon the occasion of this first simultaneous meeting of our two professional organizations in work for the blind. I personally feel grateful for the fact that it has occurred during my administration and the administration of my good friend Finis Davis. It just so happens that Mr. Davis and I began work for the blind about the same time in Arkansas. My first trip to a conference of AAWB was made with him. In fact, we have grown up together in this work. We in Arkansas are very proud of the fact that Mr. Davis was selected to succeed the late Mr. Ellis as Superintendent of the American Printing House for the Blind. You people in Louisville have certainly been good to him and I can assure you that your gain is our loss.

I feel that it is a distinct honor to have such a distinguished citizen as Mr. Mark Ethridge preside at this meeting.

I want to thank each member of our Association for the opportunity of serving you the past year as President. I know that I have learned a great deal more from the experience than I have been able to contribute. What I know as a professional worker has been gained primarily through the exchange of ideas with you other workers from other parts of the country afforded by this Association and especially in papers presented at our conference. I want to welcome all of you new members who are attending one of our annual conferences for your first time. At this point I think I should congratulate the Chairman of the Membership Committee, Mr. Hulen Walker, and other members for the fine job they have done this year. Our membership has reached an all time

* Visually Handicapped.

high of over 800 members. More than 150 new members have been secured by the Committee. It has been most gratifying to receive letters from some of our new members who stated that they had just heard about our organization and the work it is doing to promote professional standards of work for the blind.

Upon this occasion, if I could present a challenge to the membership, it would be "where to now"? Over the years this organization has come a long way. This simultaneous meeting is symbolic of a lot of work by other committees in preparation for a better cooperation and better understanding for the general welfare of all of the blind. While this is not an election year, our business session on Friday morning will be most important to each member of this organization. Therefore, I challenge you to stay over for this important meeting even though it comes on the 4th of July.

The Program Committee, under the chairmanship of Mr. Alfred Severson, Executive Director of the Chicago Lighthouse, has worked hard and successfully planned and instructed an inspirational program for you, but the business meeting will be what the membership makes it. During the business meeting of the Sectional Groups and the night sessions in the rooms I hope you will discuss your organization and what you want it to be. Do you want to continue in the same old rut or do you want it to expand and include at least the majority of the 3,000 workers for the blind in private and public agencies through the Americas? Your officers and board of directors are eager for you, the membership, to determine the goals and policies of this organization. For example, the policy of spending so much of our small income for the printing of procedures. Now, I have always taken it for granted that that was something that would always be done because it was something that had always been done. I am just throwing this out as one challenge. Do you think it should be continued or do you think the money could be expended in a more economical manner for the benefit of the membership and the advancement of the cause? As to where we go from here will be determined by you, the active membership. It seems to me that we have arrived at a place where we can be objective and discard any "sacred cows".

Therefore, may I say again that we welcome all of you to the conference and hope that you will participate in all the sections and especially your business meeting next Friday morning. At this time you will receive a report from all standing committees and your board of directors of their activities for the past year. This is a fine and beautiful hotel in which we are holding our meeting and this air conditioned room is a good place for us to get hot next Friday morning. Thank you.

PRESIDENT'S ADDRESS

FINIS E. DAVIS

President, American Association of Instructors of the Blind

Mr. Chairman, Mr. Kumpe, honored guests, members of the American Association of Workers for the Blind and members of the American Association of Instructors of the Blind:

This is, indeed, one of the happiest moments of my life, to stand before this joint opening session of these two great professional associations. I am glad you chose the beautiful bluegrass state of Kentucky to join hands in such a meeting as this. I am sure that you have all been made to feel entirely at home by the kind words of welcome so warmly expressed by Mr. Allen and Mr. Phillips. I am pleased to appear on this program with my colleague, Roy Kumpe, President of the American Association of Workers for the Blind. Roy and I have a great deal in common. We started our careers in the field of education and work for the blind in the same year, 1933, at Little Rock, Arkansas; Roy as Supervisor of the vending stand program and I as an instructor in the Arkansas School for the Blind. For fourteen years prior to the time I left the state to accept my present position in 1947, we worked

together in complete harmony and understanding in solving our local problems. We still do on a national basis.

At the Fortieth Convention of the American Association of Instructors of the Blind, in Philadelphia, five resolutions were adopted which have largely directed the work of the Association for the past two years. Two of these resolutions resulted in joint action with our sister organization, the American Association of Workers for the Blind.

Joint Cooperation Between the AAIB and the AAWB

For a number of years, both Associations have considered in their respective conventions the need of cooperation on common problems. As a means of expediting such integrated action, both Associations directed their incoming Presidents in 1950 to appoint a Joint Committee on Cooperation. It is as the direct result of the activities of this Joint Committee that our two great organizations are meeting here in Louisville for the next several days, and nothing has ever given me greater pleasure than to participate in this sharing of ideas and plans by being, at once, President of the Association of Instructors, and Superintendent of the Printing House, the host-Agency for the Workers. It is my understanding that only once before have our two Associations convened their meetings in the same place at the same time. This, I believe, was in 1915, at the time of the San Francisco Exposition. Nearly forty years have passed since then, and I know we all welcome these joint meetings at this time as a renewed recognition of our common dependency and need for sharing our best efforts, if the work to which we are dedicated is to bring the accomplishments which all of us seek.

Joint Uniform Braille Committee

As a second effort towards solving our mutual problems in a cooperative manner, identical resolutions were adopted by both Associations in 1950, at Salt Lake City and Philadelphia respectively, which provided for the formations of the Joint Uniform Braille Committee, with three representatives from each organization. Detailed reports on the work of the Committee to date will be given to both Conventions later this week, but I feel a short report would be welcomed at this time. Two meetings of the Committee were held in 1951, at which time a study was made of the general problems needing consideration, and programs of action were projected along three general lines, namely, with regard to Literary Braille, Braille Mathematical Notation, and Music Braille.

Before making a detailed, technical study of the needs for revision of our literary Braille system, the Committee very wisely first undertook to make a survey of all interested individuals, not only teachers, transcribers, home teachers, and so-called Braille experts, but also the general Braille reading public, with a view to ascertaining the difficulties and problems of the average user of Braille. The compilation of the results of this survey is still in process, but the information amassed —and it is very large and detailed, indeed— should provide the Committee with a representative summary of viewpoint to guide it in its technical deliberations along these lines.

Probably the greatest amount of progress the Committee has been able to make to date is in connection with Braille mathematical notation, primarily, because the problems connected with this phase of Braille had already been under serious study for several years, by a small committee of interested experts who had been working under the auspices of the American Foundation for the Blind with a like informal committee in England. Recognizing that revision of technical codes, such as mathematics notation, is strictly "one for the experts," the Joint Committee appointed the membership of the informal committee on mathematics as its Sub-Committee on Mathematics and directed that it continue its deliberations on an accelerated basis. At the same time, it accepted the generous offer of the Foundation to help finance travel and incidental expenses of the Sub-Committee, and also that of the Printing House in bearing the cost of providing the expenses of the Secretary and of copies of the Braille and typed manuscripts which are necessary in the work of the Sub-Committee. Two meetings on mathematics have been held, and copies of a proposed new code, which has been devised by one of the members, Mr. Abraham Nemeth, and which has the Sub-Committee's unanimous approval, have been submitted to the Sub-Committee

on Mathematics of the British National Uniform Type Committee for its consideration.

In view of the international aspects of certain proposals with regard to Braille music notation, particularly in connection with a new code recently proposed in England, the Joint Braille Committee has moved rather slowly, but it is expected that active work along these lines will begin shortly, since there is a recognized need for clarification of certain points of our present music code.

Before passing on to the work of other Committees during the biennium, I should like to comment on the very fine spirit of harmonious cooperation which the Joint Uniform Braille Committee has exhibited, not only towards one another, as well as the blind reading public and workers for the blind in America, but also with regard to the need for cooperation with our English colleagues and with the proponents of world Braille uniformity, working under the auspices of UNESCO. It may well be, that not all will continue to be "sweetness and light," but it is a hopeful sign that we have reached that stage of maturity, even in our consideration of Braille, that a modicum of reasonable compromise, for the benefit of the greatest number, should guide us, instead of unreasoning prejudice.

Regional Meetings and Work-Shop Type Convention

If the members of the Workers' Association will pardon a digression into history, I should like to point out that 1953 will mark the Centennial of the founding of the American Association of Instructors of the Blind, for it was in August 16–18, 1853 that this Association, then known as the "American Instructors of the Blind," held its first meeting. The difficulties of the Civil War prevented a resumption of meetings until eighteen years later, when the second convention was held in 1871. The third convention met a year later, in 1872, and there have been continuous biennial meetings during the past eighty years, except for 1900 (for what reason, I do not know), 1914 which was postponed to 1915 for the meeting with the AAWB in Berkeley, and 1942 because of World War II.

Founded as an educational organization, the Association has continued through the years to concern itself fairly exclusively with the problems connected with the education of blind children, particularly in our schools and classes for the blind. The widening horizons of educational philosophy in recent years have had their impact on the education of the blind, as well as elsewhere, and today the chief concern of our teachers and superintendents is the provision of the type and content of education which will best fit the needs of the individual child so that when he leaves school he can be fitted into the normal world as a self-sufficient, self-supporting, happy person in so far as individual capacities will permit.

Perhaps the most important influence in the education of our blind children is the teacher in his day-to-day contacts with them in the classroom and elsewhere. Probably no one factor has more to do with the success or failure of a child to make the best possible adjustment in school and later as an adult. In recognition of this fact, a movement has taken hold in our educational circles which places paramount emphasis on the role the teachers play in our educational system. During the past eighteen months, a number of regional meetings of teachers of special subjects have been held throughout the country, and this Forty-first Convention of the AAIB has been planned entirely on a workshop basis. The several regional meetings held so far included the study of the slow-learning child (two meetings), the problems of tests and measurements, and meetings of teachers of music, science, and mathematics. All have been signally successful, and it is hoped that these small groups of intensive study of particular problems will continue to grow and become permanent.

During the next three and a half days, thirteen special teachers workshops will meet in more or less continuous session for five half days. No formal papers are to be presented at these sessions; instead, the time is to be devoted entirely to the informal discussion, by all individuals present, of the problems which they themselves feel are of urgent importance for study and consideration. Only a minimum of time will be devoted to general sessions of the whole Convention for the conduct of necessary business and a presentation of the summary reports of the workshops to the membership. The success of this first

workshop-type Convention may well influence the future nature of the Association; I know the sessions themselves will be of inestimable value to all who participate.

Revision of Constitution and By-Laws

As a concomitant part of our widening educational philosophy, there has come a recognition of the need for revaluating the purposes of the American Association of Instructors of the Blind, the nature of its membership, and the machinery for the conduct of its affairs. At the last Convention in Philadelphia, a resolution was passed which recognized that our Constitution, "like all written instruments of procedure, needs revision from time to time, so as to meet changing situations." Fundamentally, the Constitution and By-laws of the AAIB have remained almost unchanged since their original adoption in 1872. At present, membership is restricted, with one or two definitely designated exceptions, to representatives of schools and classes for the blind and libraries for the blind, and that on a delegate basis, so that not all teachers, nor even staff members of an agency like the Printing House, may have the privilege of voting. Further, because of the method of representation, the finances of the Association have always been seriously restricted, often to the detriment of our work.

During the past biennium, a committee of five has been working on the revision of our Constitution and By-Laws, and their recommendations, in the form of a new Constitution and By-Laws, will be presented to the General Session of the AAIB tomorrow night, for consideration and possible adoption. This will be an exceedingly important meeting of this Convention, and I urge every accredited delegate—board members, superintendents, and teachers alike—to be in attendance at this meeting.

Increase in the Appropriation to the Printing House

The American Printing House for the Blind probably owes its original existence to the Instructors Association, and certainly the annual Federal appropriation under the Act "To Promote the Education of the Blind," which is designed for the benefit of the schools and classes for the blind, came about through the concerted efforts of the AAIB. At the very first convention of the American Instructors of the Blind in 1853, much of the meeting was taken up with the need for, and the possibilities of establishing, a central, adequately financed, printing house for the manufacture of embossed books and tangible apparatus. Kentucky was fortunate in having one of the better school print-shops in those early days. Consequently, in 1858, the Commonwealth of Kentucky chartered the American Printing House for the Blind as the first national, non-profit agency for the blind in the United States. Then, as now, the primary concern of the institution was the furnishing of educational materials. For the first twenty years, the finances of the Printing House were precarious, indeed. Then, in 1878, the American Association of Instructors of the Blind, in assembled convention, sent a memorial to Congress requesting Federal aid for provision of the books and apparatus for school use. So effective was this memorial, that it was used as the preamble to the original Federal Act, passed in 1879, providing for a permanent, annual appropriation to the Printing House to be used for the manufacture of supplies to be distributed to the schools for the blind.

The original permanent appropriation provided $10,000.00. Since that time, the Act has been amended to permit of additional annual appropriations, which have been increased from time to time. Up to May 22nd last, the total annual grant to the Printing House was limited to $125,000.00, an amount that has been completely inadequate for the past several years, due to rising enrollments, greatly increased costs of production, the necessity for providing varying types of materials, not to mention the fact that almost our entire catalog of grade 1½ Braille textbooks had been outmoded by the introduction of grade 2 Braille at the primary level. I am happy to announce, therefore, that, through the efforts of the members of the AAIB, and with the further support and aid of our sister organization AAWB and its membership, our basic act has been amended as of May 22nd to permit a total appropriation of $260,000.00 each year. At the present time, there is a bill before Congress requesting a supplementary appropriation of $90,000.00, in addition to the previous $125,000.00, for the 1952–1953 fiscal year. The

help of both Associations in the passage of this appropriation bill is sincerely requested.

Membership on the Board of the Foundation

At this time, I should like to bring to the attention of the members of the American Association of Instructors of the Blind that, in June, 1951, the Board of Trustees of the American Foundation for the Blind voted to elect to its membership the Presidents of both the AAIB and the AAWB. I should like to commend the Foundation in its action to help further cooperation between itself and our national associations, and to state how pleasant and helpful my own personal association in this capacity has been during the past year.

In closing, may I extend my thanks to all of you who have made my position as President of the American Association of Instructors for the Blind for the past two years an exhilarating and productive term. To you superintendents and teachers of schools which acted as hosts to regional meetings, go my deep appreciation of the time and energies you spent in making these workshops a success; to the members of the Executive Committee who helped me with your guidance, and to the members of other committees who worked with enthusiasm and effectiveness, I extend my sincere compliments; to the staffs of agencies outside the immediate field of education, may I say your cooperation has been of inestimable help. To all of you, my sincere thanks for a most pleasant and profitable biennium.

PAPERS PRESENTED AT

GENERAL SESSIONS

(EDITOR'S NOTE: Chronologically, the first paper read was by Dr. Jacobus tenBroek, President of the National Federation of the Blind, and entitled "Organizations for and of the Blind." The following correspondence will serve to explain why the paper is not reprinted:

From Dr. tenBroek:

"As I understand it you will publish the speech in the Proceedings of the convention. Will you consult the printer of the proceedings and let me know what the cost would be for securing 100, 500 and 1000 reprints?"

From the Secretary-General:

"I did get a copy of your paper presented at the convention but it is so very long that along with certain others which exceeded the normal length allotted for papers I am afraid it will not be possible to print it in full. I would, however, like to have it summarized and I wonder if you could do that for me within the next month and let me have a summary if at all possible. If you could do that I think we can include it in the Proceedings."

From Dr. tenBroek:

"I am, of course, disappointed to learn that you will not be able to publish my full statement on Organizations for and of the Blind. I realize, of course, that it is long and that printing costs money. In any event with all the things that are to do in the world I am sure you will appreciate that I am not just being cantankerous when I decline to spend my time rehashing old arguments.")

THE QUESTION OF BLIND OR SIGHTED STAFF MEMBERS

* VAUGHN TERRELL, Superintendent

Georgia Factory for the Blind, Bainbridge, Georgia

"The Question of Blind or Sighted Staff Members" of agencies in work for the blind is perhaps the most controversial of all the questions upon which there is a division of opinions. This question is as old as the agencies, and is one which should not be treated lightly. I shall not attempt in any manner to theorize upon the question. I shall take a definite position upon which there is basic reason and sound logic, and shall present the factual sides of the question in the most direct and simplest language available.

There are several things to be considered in the question of blind or sighted staff members in agencies for the blind. The first and

* Visually Handicapped.

foremost is what individual is best qualified to do the job on the basis of net results attained. This question can perhaps best be answered in this manner—in whom does the blind person have the most confidence, whose leadership will he follow, whose advice and counsel will he receive with less reservations? There is no question in my mind but what every blind person needing vocational training, assistance, guidance, and counseling will have more faith and confidence in a qualified blind person who has been a success in his own right than in anyone else. It, therefore, stands to reason that such a blind person needing business guidance and training will respond to the advice and counsel of a successful blind person. The fact that the staff member is himself blind and successful, inspires another blind person to greater efforts to achieve success for himself. It is of the utmost importance that the client have faith in his counselor—be it legal advice, business advice, social advice, or advice in his domestic affairs. Without such confidence there is no justification for the existence of the counselor.

When one studies the requisite qualifications of the staff member of an agency for the blind, he must take into consideration three basic factors:

1. The individual must absolutely be completely familiar with and have a thorough knowledge of blindness, its effect upon the client, and adequate knowledge of how to teach the client to first be blind.

2. The person must be thoroughly capable of instructing the individual and getting across to him or her the information necessary to complete the training desired, the relationship between the client and his or her employer, between him and his fellow employee, and between the client and the general public.

3. It is imperative that the staff member be so personally successful as to inspire a greater effort on the part of the client to achieve economic independence and success in his or her own right. The staff member must be so qualified as to be capable of conveying the requisite business knowledge to the client as to enable the client to conduct himself and his business in the most profitable and proper manner.

Who could be more familiar with or have a more thorough knowledge of blindness than a person who has experienced blindness? Who could know more about the effects of blindness upon an individual than one who has personally experienced this physical limitation? Who would be better qualified to impart such knowledge to another? Is there anyone more familiar with the proper relationship between employer and employee, between one worker and another, and between the blind individual and the general public than a blind person who has mastered the art of creating such good will and who enjoys friendly and pleasant relationships with all three? What individual can stir greater inspiration into the heart of a trainee, an apprentice, or a journeyman than a person who has experienced the same physical limitation, and yet has climbed the ladder to success—rung by rung—until he has reached the top and is familiar with every step, who has known the hardships and the heartaches invariably attached to the operation of a business and who has also reaped the benefit of such knowledge and has come to enjoy the profits of a successful business operation?

There is one other question which should be answered before any conclusion is reached. Are there any such qualified individuals? The answer is yes, but there is more to the answer than that. It should be added that the meager amounts paid to staff members in the agencies for the blind is insufficient, and the blind person who is so successful—no doubt applying the law of self-preservation—is extremely reluctant to imperil his economic independence to enter the field of work for the blind. It may likewise be added that the sighted person under ordinary conditions, would not have such zeal and burning desire to bring about the success of blind people as would a successful blind person. Therefore, if he accepts the salary offered, he does so in many instances because of the lack of ability to obtain a higher paid position. This is not always true, but it stands to reason that a qualified sighted person can under normal circumstances receive much greater remuneration for another task than for one that he has to spend years and years training himself to understand and perform. However, I know of many sighted people who are qualified as staff members in agencies for the blind, and have dedicated their lives to such service;

but I can state without fear of contradiction that I know of many others who hold the position solely because of their inability to acquire another with equal compensation. They have been assigned to positions in work for the blind because of the relative unimportance placed upon work for the blind by some administrators charged with the responsibility of selecting the personnel. I know some blind people lack some of the qualifications desirable, but they are not nearly so great in number or in ratio. It is my honest belief that it is necessary to have some sighted staff members. For instance, a blind person is neither a successful bookkeeper nor auditor. It is, in my opinion, imperative that our auditors and bookkeepers be sighted people. It is also imperative that for certain types of operations where the use of automobile travel is required that the blind staff member be given adequate facilities to provide the necessary sighted driver and assistance, or that such be provided for him—false economy to the contrary notwithstanding. Most of the staff members directing and controlling the policies and over-all program, in my opinion, should be qualified blind people if we are to achieve the success so essential to our well being. However, the most important factor of all is the qualifications of the individual desiring the position. Blind or sighted, there is no real difference, provided the qualifications and genuine sincerity are the same. There is no substitute for ability and a burning desire to strengthen and accelerate better programs for the blind.

The general premise has been asserted that the blind staff member is not qualified to fill a position. It is rather doubtful that a genuine, sincere, qualified sighted person would make such an accusation unless it were well-founded. Faith in the blind and sincerity in the work is of utmost importance. Some sighted individuals—many being personal acquaintances—have little or no faith in the ability of the blind and they feel that the blind are not qualified to fill a position in work for the blind. They imply a belief that when the person has his eyes punched out, his brain goes with it. Such an individual having this conception of blind people—be he blind or sighted—is a poisonous leach, sucking the life-blood from the program and leaving only the skeleton, always receiving but giving nothing in return. There are also some blind people drawing such compensation (no doubt their intentions are the very best), but their lack of qualification prevents a sufficient yield to justify its continuation.

I know many qualified sighted people who have dedicated themselves to the services for the blind. I know many blind people who are successful and well-qualified who have likewise dedicated themselves to the services for the blind, but unless more qualified blind people are given an opportunity to assist in establishing the policies and direct the program for the blind in the future than has been done in the past—so far as my knowledge extends—I am unable to conceive of any great progress. We who are blind should have sufficient character to express our undying gratitude to those sighted individuals who have sacrificed a part of their own life and dedicated their services to us that we might have a better life. It is my personal opinion that the blind people as a whole are extremely grateful to the sighted for their assistance.

The answer to the question of whether staff members should be blind or sighted depends upon ability coupled with experience, and complete knowledge of blindness and its effects, and a burning zeal to cure the defects and insure greater opportunities that will make blind people economically independent and give to them a normal life, if the opportunities are accepted when made available. God grant that we all have the honesty and integrity to admit that our jobs are one of service to the blind in a program for the blind, instead of a program to serve the selfish interest of the individual holding the job.

DIVISIONS OF OPINION ON LEGISLATION FOR THE BLIND

* LLOYD H. GREENWOOD, Executive Director
Blinded Veterans Association, Washington, D. C.

In any discussion of legislation for the blind it would seem to be necessary to break the subject down into Direct Federal legislation, Federal-State legislation, and legislation for the blinded veterans. Legislatively, our programs for the blind are conducted on all these levels.

Under Direct Federal legislation, the blind are provided with Talking Books with free mailing privileges. They are entitled to special outlets for blind made products. They enjoy special exemptions from income taxes. They are granted vending stand locations in Federal buildings.

Joint Federal-State benefits include monetary assistance, special training, medical diagnosis, transportation, guidance and counsel, etc.

In addition to these Federal programs the fact that a man has been blinded by active participation in one of the number of wars entitles him to special Federal legislation. This includes monthly disability compensation, vocational advisement, vocational training or other education, certain devices to assist him in overcoming his handicap, medical diagnosis and treatment, and specialized training in the techniques of blind living.

One of the most serious misconceptions in the field of work for the blind is that it is believed that the blinded veterans receive special consideration by the Government. This is not true. The blinded veteran receives his Federal benefits under the same law which provides for seven other categories of severely disabled veterans. Monthly disability compensation is paid to the blinded veteran with 5/200 or less visual acuity at the same rate as that paid to the veteran who has suffered the anatomical loss of both hands or both feet, or who has lost the use of both hands or both feet, or one hand and one foot. The totally blinded veteran receives the same monthly compensation as veterans who have suffered more serious loss of limbs.

Vocational guidance is available to the blinded veteran to the same extent that it is available to such other disabled groups as orthopedics, neuro psychiatrics, tuberculars, cardio vasculars, and deaf.

Vocational education and rehabilitation is available to the blinded veteran to the same extent that it is available to the other categories.

The blinded veterans' entitlement to medical treatment is exactly the same as that provided for other severely disabled veterans. The sole instance wherein the blinded veteran receives special benefits from the Government is in the case of Public Law 309 under which he may receive certain items of electronic and mechanical equipment.

The blinded veterans, therefore, receive their legislative benefits under a program designed to cover all severely disabled individuals. This is in contrast to the legislative benefits for the non-veteran blind who in many states are provided with a separate commission or council, concerning itself specifically with the problems of the blind.

In comparing the legislative benefits for the veteran blind and the non-veteran blind it becomes apparent that there has been a wide division of opinion on the part of legislators in devising these benefits. In the official definition of disability compensation, the Administrator of Veterans Affairs made it clear that the compensation should in no way be considered a gratuity, but instead should be considered an amount to assist the blinded veteran in his adjustment to blindness. In comparing the compensation paid to the blinded veteran and the non-veteran blind it would seem that the legislators considered the veteran's adjustment to be a much more costly one.

Divisions of Opinion

It is unfortunate to observe the absence of any stated legislative policy among the major national organizations. Probably the first step toward recognizing the differences of opinion on legislation and reducing them will have to wait until these policies are stated in concrete form and compared. Even in the

* Visually Handicapped.

absence of a policy statement certain divisions of opinion are readily apparent.

Since it is not the purpose of this statement to draw conclusions but merely to point out divisions of opinion, it would appear that the following important divisions should be thoroughly discussed and if possible, eliminated in the interest of blind persons.

The first of these is over the extent to which work for the blind should be conducted by the Government and the extent by private effort. Those opposed to large scale governmental programs for the blind express fears of socialism; point out the degree of inefficiency which can be achieved through Governmental red tape; graft; the sluggishness of Governmental machinery; and career officials. They point out the difficulty in changing or modifying an existing Governmental program to meet new needs. They foresee trouble over securing appropriation of funds. They also experience very human qualms over the dissolution of their private agencies, the very real annual income of which is not governed by niggardly appropriations but by the generosity of sympathetic individuals.

Those who are in favor of bigger and better governmental programs point out the duplication which can result from many scattered independent efforts; the competition which does result when these independent efforts campaign for the same public funds. They point out the lack of professional standards in private agencies which are not responsible to any central standard setting agency. They point out the fact that under the private agency system services to the blind depend on the unstable and often fickle generosity of the public. They believe that a civilized society must be responsible for its disabled elements and that this responsibility should be shouldered by each member of the society without respect to his generosity. And they point out that this is more acceptable to a blind person if it comes as a birthright to which he is entitled as a citizen instead of through the contributions of his neighbors.

The second division is over the following question:

Should governmental programs for the blind be carried on as a part of a program for all disabled people, or should they be conducted separately? Difficulties over this problem range from the Executive Branch of the Government to the state and municipal level. Those who are in favor of including work for the blind as a part of an overall program for the severely disabled maintain that the lumping of the problems of all the disabled will result in one large problem which could be administered on a very high level of the Federal structure. They feel that the existence of separate governmental programs for the blind divide legislative benefits and indirectly deprive other disabled groups from their rightful entitlement. They believe that to a certain extent the problems of all disabled persons are the same and therefore considerable duplication could be eliminated if all programs for the disabled were combined. They feel that by combining all programs for the disabled, legislators would be confronted with a larger problem and accordingly vote larger overall appropriations. Those who feel that programs for the blind should be treated separately from the other disabled maintain the majority of the problems of the blind are singular and require special handling. They believe that the blind can receive more services and benefits if separate programs are maintained than if services for the blind were merely a part of a larger program. They feel that more efficient results may be realized from a small program specifically designed to serve one disabled group rather than a large unweildy program for all disabled.

The next division of opinion over legislation involves the age-old problem of states rights. The question might be stated as follows:

To what extent should the state develop and carry out its program for the blind, and to what extent should the Federal Government supervise, coordinate and direct these programs.

Those who are in favor of the state's right to develop and conduct its own program of services for the blind maintain that the problems of the blind require a different approach in some states. They point out that a standard American program which might be effective in a northern state might not fill the bill in a southern state. They believe that if a Federal official is placed in charge of a state program, the people of the state cannot control him and therefore the

best interest of the state will not be protected. They point out that the Federal Government is so far removed from the on-the-ground problem that effective planning is impossible. They maintain that the state is not always in accord with the Federal Administrative policy and therefore is entitled to the right to have as extensive or as diminutive a program for its blind as it deems necessary. They feel that beyond the annual granting of funds any Federal activity in the state program is an infringement of states rights. They point out that many states have conducted their programs over a period of years and therefore more Federal intervention would require major administrative reorganization and result in a temporary reduction of services to the blind.

Those who are in favor of more Federal supervision and coordination in respect to the state programs maintain that many blind citizens of the United States are receiving far less assistance than others by virtue of their geographical location. They feel that programs for the American blind would be standardized if supervision and coordination were strongly established on a Federal level.

They point out that within the representative framework of the American Government every citizen is morally responsible for the welfare of his neighbor regardless of the state in which he resides. They argue that certain states have excellent programs for the blinded whereas others neglect their blind. They feel that this is unjust. They believe that in the future there will be great new strides taken by science in the development of techniques for blind living and they feel that these will benefit the blind individual more quickly if they are introduced through a strong Federal program than if they must be adopted state-by-state. They feel that the betterment of conditions for the blind should be carried forward nationally in order that no individual may be left behind because his state is unaware of the latest developments.

The next division of opinion on legislation for the blind concerns a definition of blindness. Those in favor of maintaining or extending the 20/200 definition of blindness point out that a person with restricted vision is in need of many of the services which have been developed for totally blind people, since they are unable to compete on a par with sighted people for employment. They argue that many persons with 20/200 vision have progressive eye conditions which will ultimately result in blindness therefore, their rehabilitation and adjustment to an unsighted condition should begin as soon as possible. They can show that aptitude tests and other methods of determining individual ability and intelligence must be especially modified for persons with limited vision and therefore these persons should be served by programs for the blind which are equipped with special testing methods. They believe that persons of limited vision often misuse their eyes and therefore they should be instructed in proper methods of sight saving by an organization for the blind. They also feel that independent foot travel with limited vision is dangerous unless the individual has special instruction in the use of the cane or other travel techniques.

Those who favor lowering the definition of blindness to 5/200 or to total blindness maintain that the public is given the wrong impression if a person with travel vision is considered legally blind. They also point out that there may be a psychological effect on the partially sighted individual when he learns he is within the definition of blindness. They state that legislators are more concerned over the problems of totally blinded individuals and therefore are reluctant to appropriate funds which will also be used for the benefit of persons with some vision. They argue that a liberal definition of blindness is unfair to the totally blind person who is in need of specialized service because it diverts funds and personnel to the partially sighted whose need for special service is not so great. They feel, that the psychological effect of complete and total blindness is much different from that resulting from partial blindness and therefore the emotional problems of the two groups are entirely different.

There also seems to be a division of opinion over the extent to which blinded individuals in vending stands should receive supervision and other services in return for a monthly fee. Those who are in favor of this supervision argue that professional supervision protects the stand program by insuring the neatness and good appearance of the stand. They feel that the percentage or fee which the

operator pays in return for the service he receives is not excessive. They feel that the blind operator can make a better success in his stand if he receives assistance in purchasing, displays, etc. They maintain that the stand program is responsible for the stand location and equipment and therefore must maintain supervision to protect its investment.

Those who are opposed to outside supervision on stand operations maintain that the vending stand should be a small business enterprise, and that the operator should be entirely responsible for its success. They point out that supervision may destroy the initiative of the blind operator. They feel that in many cases the amount the operator pays for equipment and supervision is too high. They point out that a vending stand may be built up by one operator to a point where it is bringing in good returns and at that point the stand program places a second operator in the stand reducing the income of the first operator.

Legislation for the blind has certainly gained in magnitude and relative efficiency through the efforts of organized blind people and organizations for the blind. The effects of these efforts are seen in the special benefits which have been enacted into law specifically for the blind. It is therefore unfortunate that there should be any divisions of opinion among the organizations engaged in the promotion of legislation for the blind. The fact that there are, however, may be a healthy symptom of objective thinking among these various organizations. Since in unity there would be more strength, it would appear that these divisions of opinion should be ironed out as far as possible in order that effective legislation for the blind might continue to progress toward a more ideal situation. At present the legislative benefits available to blind people are in a state of development. Some of the initial and abortive programs are still in existence. When at a later period new and better systems were superimposed, confusion and complications resulted which reduced the efficiency of the present day efforts. By science and experience, the present day legislative benefits cannot be considered ideal. Organizations in the field must continue to work with the legislators in improving existing programs and developing new ones.

EDUCATIONAL TRENDS IN SCHOOLS FOR THE BLIND

Dr. NEAL F. QUIMBY, Superintendent
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A new concept of the education of the blind mushroomed into being when Dr. Edward E. Allen sponsored the exodus to Overbrook from the crowded Race Street site in downtown Philadelphia. This concept started a trend which has continued unto this day: a concept which conceives of the visually handicapped as needing, as much as those with sight, spacious and beautiful surroundings with a sympathetic and congenial atmosphere. Plenty of playground space to provide the opportunity for the development of the spirit of play and good muscular coordination, adequate gymnasium, swimming pools, bowling alleys, auditorium for pageants and plays, as well as music; all these make possible a broad educational program undreamed of in the not too distant past.

The modern period in the education of the visually handicapped is marked by (1) increased emphasis on the testing and measuring program, (2) a more critical attitude, (3) the recognition of individual differences, (4) the recognition of the need for social, educational and vocational counseling, (5) the development of leisure time and socializing activities, (6) increased emphasis on health and physical education, (7) increased emphasis on medical eye care and the prevention of blindness, and (8) the adaption of modern methods of instruction to the blind.

The trend of the times is the socialization of the educative process, basing the teaching, as far as possible, upon the best experimental evidence, with the dynamic interest centered on contemporary life. Educators are, more and more, attempting to socialize education and justify their practices by scientific procedures.

Obviously, all the schools have not adopted

the same philosophy or the same procedures. In many ways this is, of course, good. A number seem to follow the familiar pattern of twenty or more years ago, but many have metamorphosed during the past two decades to such an extent that one who returned for a visit after an extended absence would scarcely recognize the old school.

A new type of democratic living has been established with socializing activities and opportunities for community contacts which would have been thought, just short years ago, impractical, impossible and inconvenient.

I have in mind one school where the socializing process has been so well integrated with life in the local community that the Juniors and Seniors from the school for the blind were invited to attend the Junior-Senior Banquet and Prom at the local high school. They exchanged dances with their many seeing friends and had a wonderful time. This came about even though the blind boys and girls did not attend the town high school. You see, it can be done. It is not necessarily impractical, impossible and inconvenient!

There are those who are willing to admit the need for changes, but are unprepared to face it in terms of positive action. When we start to revise with the needs of blind youth as our point of departure, we seemingly get hopelessly confused. Our habits, patterns and mores, strongly anchored to the past, stand in our way. Only by removing the emotional and mental blocks which hold us in thrall, can we do a satisfactory job. We have to unset the routines which seem so necessary and which have become so dear to us. We know that we have to have schedules and the idea of making them flexible seems to be more trouble than it is worth.

The school that merely imparts information and develops skills is preparing an excellent working machine, but is not creating ethical purpose. Knowledge of history does not create a desire for human justice. Knowledge of economic laws does not create a desire to use these laws for the greatest good. The only way such motives can be created is by attaching satisfaction to acceptable choices.

The blind child must be given approbation for making genuinely democratic choices before he faces them in actual life situations. His social interests must be made satisfying if they are to become strong and compelling. Only when satisfaction is purposely associated with socially helpful conduct may we be assured of the creation of good social motives. Our sense of values furnishes the drives for human conduct; our intellects give direction to the conduct. Lacking intelligence, we blunder in our procedures. Lacking motive, we are indifferent to our needs and obligations.

The minds of our educators must accept the realism of the unity of the educative process and recognize the necessity of providing educational experiences at all levels which will help the students achieve eventual occupational competence and the type of citizenship qualities that will help them grow in moral fiber.

The most devasting criticism of our schools for the blind is that we do not teach our blind youth to understand, work, and live with seeing people. Of course, the children in schools for the seeing are faced with the similar problem of understanding each other; and we must admit that they, too, have not found the answer. The hard, cold fact is society is in conflict. We see a now hot and now cold war between East and West, between employer and employee, between majority and minority, between my neighbor and yours.

We see the outcome of the lack of communication and understanding between human beings. When we do not understand, we fear, then dislike, then hate. Our human understanding has not kept pace with our technology. We are far superior at learning how to destroy each other, than we are at discovering how to understand and like each other.

Our schools are obligated to recognize that building human understanding is a must. Only so can we graduate students who can face the world with a realistic attitude and genuine self-confidence.

Certainly an expanding concept of the education of the blind in a democracy includes a high school education, not for the privileged few alone, but for the intellectually mediocre as well. Not too long ago, only those pupils with the mental capacity to meet certain so-called "standards" survived. Rough as it was on the others, this program did help young blind people of intelligence to learn the best of our past.

Equalizing educational opportunities has, too often, meant *a leveling process* in which the dull child is brought up to mediocrity and the bright child is brought down to mediocrity. God forbid that we allow such a condition to exist! Some educators, in their concern that no child experience failure or be stigmatized by, or even made fully aware of, the limitations of his native ability, have created an unrealistic and un-american dream world in our schools for the blind. In doing so they have denied the blind children in their care the fundamental right to competition and have dulled their initiative and enterprise. These traits must be cultivated if they are to help preserve the American way.

"Those of us who have worked through the last quarter of a century of educational change have noted the rise and fall of one fad after another, one plan after another, integration followed by disintegration, fusion by confusion."[1] Straw men have been erected and demolished, and unsound theses expounded with paths of righteousness plainly marked. All this is a result of misplaced enthusiasm and over emphasis. In our schools we must constantly strive to maintain a balanced perspective wherein we are not buried under a mountain of educational fads and fallacies.

It is common knowledge that education today is passing through a period of transition. Many educators of the blind are re-examining ideas and theories which have held sway over pedagogical thought for years. New procedures are being tried out. Experiments are being carried on in a number of schools to determine the validity of this or that practice. Surely this is a good omen. In an age characterized by accelerated change, our schools cannot afford to remain static. We must meet the challenge of the times.

One serious problem in teaching the blind is the ever present tendency to build the pupil's vocabulary through vicarious experience. Too often he is taught the meaning of words through the teacher's visual concepts, which are obviously beyond his realm of experience. Of course, if the blind are to live in a seeing world, the blind child will need to know something of the concepts seeing people have of various phenomena, but this should be secondary in the formulation of concepts based upon the actual experiential impressions available to the blind.

Cutsforth stated this problem nearly twenty years ago:

> A predisposition toward the unwarranted use of meaningless visual terminology demonstrates a strong tendency toward unreality in which valid relationships are utterly disregarded. The inevitable result is that nothing but incoherent and loose thinking is possible. Intellectually the child is organized without reference to himself or his own experiential world. The seeing world with its visual concepts and values becomes the flimsy gossamer web out of which his intellectual fabric must be woven.[2]

The years pass, and too many seeing teachers commit the same error to the detriment of the pupils.

One phase which has shown a definite forward trend is the testing program. Historically, the program received its impetus from the outstanding achievements of Dr. Samuel P. Hayes. At the request of Dr. O. H. Burritt and Dr. E. E. Allen, he began his work in the field of the visually handicapped in 1916. From these early beginnings have come, a not adequate, but much improved testing program. Two seemingly valid mental tests are available: the Interim Hayes-Binet, and the Wechsler-Bellevue. Some work has been done with tests for children of preschool age, although at this juncture, the tests are not yet standardized.

Numerous tests of scholastic achievement have been adapted. Among others, the Stanford Achievement Tests, the Sones, Harry High School Achievement Test, and the Scholastic Aptitude Test have proved valuable.

The last decade has seen considerable interest in the development of tests of motor skill. Such tests have a place in pupil guidance, provided the results are used for monitory purposes, rather than for positive prediction.

[1] FRENCH, R. S. TEACHERS FORUM, NOV., 1935.

[2] CUTSFORTH, T. D. THE BLIND IN SCHOOL AND SOCIETY, 1933.

At least two interest inventories have been successfully adapted and a number of schools have utilized them to aid the pupils in selecting vocations in which they have a genuine rather than a superficial interest.

Several personality tests have been experimented with, but to my mind, these so-called tests of personality have been disappointing. I doubt that we shall soon have a personality test giving a reliable Personality Quotient similar to the Intelligence Quotient.

There is an increasing awareness of the importance of guidance, educational and social as well as vocational. A surprising number of schools have well-organized guidance programs. These programs vary, it is true, with the size of the school, the availability of funds, and the general philosophy of the administration.

Courses in job information are being offered by an increasing number of schools. These courses, along with other guidance procedures, are of marked value in helping pupils make practical vocational choices.

Today, students are viewed as whole human beings, with physical and social needs as well as intellectual. The guidance and testing programs assist the student in building a satisfactory plan of study from an enlarged offering including homemaking, vocational training, vocational agriculture, commerce, music, art, contemporary problems, home and family life, health and consumer education.

We can feel proud of the fact that there is a growing tendency toward establishing closer cooperation with the adult agencies and utilizing the guidance techniques and personnel available through these agencies. There is evidence of a trend toward wholehearted cooperation with the adult agencies and a desire to learn from them wherein the graduates fail and how they can modify their programs and procedures to enable them to turn out better trained and better adjusted candidates for job placement. Many see the need for constant reappraisal of their programs through surveys and follow-up studies of graduates.

Mention should be made of the excellent vocational training plan which Dr. Francis J. Cummings has developed in Delaware. Under this plan carefully selected visually handicapped adults have received their practical shop training in a vocational school for the seeing. The success of this plan has caused it to find favor in other states.

Some schools start a comprehensive cumulative record for each child when he enters school and follow him throughout his school career and beyond that to college and into the world of work.

One of the most gratifying trends is the astounding revolution in the approach to the social phase of the educational process. Planned recreational programs, coeducational activities, active participation in community affairs, planned summer activities of work or recreation, attention to preventive mental hygiene, closer contact with, and mutual understanding between staff members and parents; all these present opportunities for individual growth which can scarcely be evaluated.

Sometimes we seem to move slowly, but progressive schools for the blind are not standing still. Consider the rather recent development of courses in orientation and travel techniques, corrective work for posture defects and the improvement of body mechanics. Consider the fine work being done in wrestling, track, swimming, bowling and dancing of various types. Consider the splendid play days inaugurated for the girls. Consider the advancements in speech correction, dramatics and public speaking. Let us not forget the recent movement to standardize the use of Grade II braille throughout the grades, which movement received such impetus from the Braille Committee, headed by our host, Mr. Paul J. Langan.

Even the AAIB is becoming a democratic organization! The new constitution presented at this convention should make the AAIB a group which will be run, and whose policies will be set, not by the few, but by all. All will have an equal voice in its policies. The workshop type of convention tried out here for the first time in our history should prove helpful. The several regional workshops held during the past year have been most beneficial.

Mention should be made of the great contribution of the American Printing House under the direction of Mr. F. E. Davis. The production of braille books, large type books, braille writers, embossed and relief maps and other tangible apparatus has enormously increased our teaching efficiency.

The first summer session for mothers and their blind babies was originated some fifteen years ago by Mr. Josef G. Cauffman when he was Superintendent of the Michigan School for the Blind. The last few years have seen a gradual spread of this splendid movement, which permits the child to remain at home during those pre-school years. "It establishes a close and friendly bond between the home and the school, and a cooperative and helpful relationship between the various parents themselves."[3]

The work of the American Foundation for the Blind in this field has been helpful to the schools in setting up programs.

In several cases we have reports of blind babies who have been adequately cared for in Nursury Schools for the seeing.

Well known to most of you is the policy established over the last twenty-five years by certain of our schools of sending outstanding high school students to a nearby high school, or to the school in the students' own home towns for a part or all of their secondary schooling. Many of us feel that this policy has proved its worth.

A new trend is now discernible in widely scattered areas throughout the country. This is the tendency to think of the schooling of each child as an individual problem and to study the child carefully, making use of all tests and other aids now available to get a complete picture of the child. Points taken into consideration are: physical, mental and emotional maturity, eye condition, health, family status and the school facilities in his home town. The best possible solution for this child is then worked out in cooperation with the parents and the public school authorities. Should he go to the school for the blind or maybe to the public school braille class? Should he remain in his regular class in public school, or should he go to the residential school for a period of special training and then return to the public school? On the other hand, perhaps he should be enrolled in the school for the blind until graduation. In any case, each child is treated as an individual problem, and the answer is found on the basis of what seems best for the child and not on the basis of the personal bias of one group or another. A cooperative program is worked out, based on reason and common sense, without the usual emotional tirades concerning the relative merits of the various types of school training available. This represents a most encouraging advancement in the thinking of all concerned. Certainly each type of training has its own peculiar area of service in the educational hierarchy.

The job of educating blind youth continues to be complicated, difficult, and changing. That is what makes it fascinating. It demands teachers with human understanding, workers with imagination, courage, creativeness and persistence. It demands an old fashioned devotion to the job. What a challenge to those who work with the visually handicapped! Give the blind light—and they will find their way.

[3] CAUFFMAN, JOSEF G. SOME NECESSARY STEPS IN ORGANIZING AN INSTITUTE IN A RESIDENTIAL SCHOOL FOR THE BLIND FOR MOTHERS AND BLIND BABIES AAIB PROCEEDINGS, 1948.

WHAT CAN A GRADUATE OF A SCHOOL FOR THE BLIND REASONABLY EXPECT OF A PLACEMENT AGENCY

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When the above subject was assigned to me, I immediately began to wonder from what source I might glean the best information. I first turned to the periodicals dealing with work for the blind, and then to teachers of the blind and placement agency personnel, but in each case found that I did not seem to be getting to the real answer to the question proposed by the title of this paper. The final and most logical alternative in getting an answer to this question seemed to be that of turning to those who would eventually be the recipients of assistance from placement agencies, namely, juniors, seniors and recent graduates of our schools.

From interviews and responses to letters I was able to formulate a general concensus of opinion about the following:

1. Agency Assistance Upon Graduation. A large number seemed to feel that the agency might very likely have a job ready and waiting for them upon graduation. They felt that they would continue to live after graduation in a kind of security similar to that under which they had been living during their school years. They felt that they would have to work a little harder possibly, but seemed not to have too much realization of what an employer might really demand of them. Many expressed the view that the sheltered workshop would be satisfactory.

There were those who felt that the state owed them a living. They had either heard or experienced long delays on the part of the agency in making placements. These were the ones who were ready to sit down and accept the pensions which their state might offer.

Then there were those who thought perhaps they might be able to act independently of the agency. They too had heard of the delays in placement, and seemed to wish to do their own job finding or set up their own businesses without agency help.

2. Earlier Agency Investigation. Many felt that representatives of the placement agency interview students at too late a time. It was claimed that little investigation of their future occupational desires was done in the course of the senior year or immediately upon graduation which they seemed to feel was too late since it didn't give school and agency officials long to get together in the discussion of each case. Many felt that it would be better if the agency could begin to get acquainted during their freshman or sophomore years.

It was felt that student, school counselors and agency counselors should begin to learn earlier in a student's career how he rates in travelability. Students seemed to think that if this group could get together over a longer period of time the incentive to learn how to travel better would be greatly raised.

Among other things feeling was strong that there should be longer observance by the agency of such things as academic progress, personality traits, their social adjustment, and especially their work in their vocational classes. They are hoping for more frequent interviews in which the agency will hear their inclinations toward desired occupations.

3. Agency Follow-up. Once such an early relationship among agency and school counselors and students is begun, it is hoped that definite follow-up will be continued on the part of the agency. In schools where the testing program is very weak or nonexistent, the agency and school should somehow work out together the administration and interpretation of psychological tests and data derived therefrom.

Many expressed the idea that more successful blind persons ought to be brought to the schools to talk to school assemblies or classes in occupational information about the occupation in which they are engaged. In following up a student's interests some said that they thought it would have helped if they could have seen more of the inside of industrial plants and business places before graduation.

4. Softening the Jolt. Though graduation may be a time to which we look forward for many years, it still comes as quite a startling thing when it finally arrives. This sudden arrival of graduation is perhaps more startling to the student of a school for the blind. A number of graduates expressed this very point of view with regard to suddenly meeting up with the placement agency. To many it came as quite a jolting experience. They claimed that the counseling had been somewhat weak, or there had been none at all. Many have felt that they met the agency head-on without knowing what was expected. They felt that while there might be a great number of details on paper in the files of the agencies, a human relationship still had to be established between agency and client which, had such a relationship been established earlier, could make for much better understanding between agency and client.

Our students feel a much greater need of more careful and concentrated guidance. They would like to know more definitely that they can return to their communities and to their county social workers with a greater feeling of calmness and quite clearly formulated ideas about the type of occupation most feasible for them to pursue.

5. Higher Education. There was a strong feeling by some that there is a growing tendency to discourage the talented in fields of law, ministry, journalism, teaching, psychology, music therapy, etc. There are many

blind persons who are desirous of entering the field of home teaching or social work. It is true that not all can or should receive higher education, but there was some opinion expressed that the person with the extremely high i.q. was the only one given the chance, and that this single criterion was played upon too much.

Conclusion. There have been things stated here which no doubt could have called for more elaboration, but since I set out to find out what the student and graduate thought he ought to expect from a placement agency, I have merely tabulated the opinions received and condensed them into the foregoing statements.

I feel that this has been an interesting and sincere expression from our students of what they feel they have a right to expect from our placement agencies. Let us hope that the future cooperation between schools for the blind and placement agencies of the blind will work for a greater development of the human relationships and for the graduate's greater benefit.

OUR RESPONSIBILITY FOR THE PRESCHOOL BLIND CHILD AND HOW WE CAN BEST MEET HIS NEEDS

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It is my pleasure to have a small part in the program at this meeting which has been planned jointly by the American Association of Instructors of the Blind and the American Association of Workers for the Blind. For many years I was an active participant in the programs and committees of the American Association of Instructors of the Blind and received much pleasure from that association, first as a teacher and later as an administrator. For several years, I have also enjoyed membership in the American Association of Workers for the Blind and have been keenly interested in the projects undertaken by that organization. The friendships which I have valued in both organizations add greatly to my pride on this occasion, as well as to my deep sense of responsibility in discussing a very challenging and important topic, the needs of the preschool blind child.

Since the subject has been stated in the form of an implied question, may I proceed in my discussion according to a series of answers which are suggestive in character and which I hope may have some value to those desiring to meet the needs of preschool blind children.

We Can Serve His Parents Effectively

If we would serve the preschool blind child, we must meet the needs of his parents. We must recognize the nature of these needs and never question that they are real. We must further understand that these needs are expressed in different ways and they must be met first of all on an individual basis. We can recognize, also, that when parents are ready for additional help, they may profit by participating with a group in solving their problems. Parents want to learn. This is borne out by the numerous requests which the American Foundation for the Blind receives from parents all over the world. They may not always know how to accept their responsibilities, but they are coming more and more to recognize the value of sound professional guidance and they are questioning help that does not meet their needs. Based on our experience in viewing this situation from a national position, we are inclined to agree with the President of the Child Study Association, Dr. Langmuir, who expressed the following in the summer 1952 issue of *Child Study*. "Parents today stand in need of the courage to be themselves with their children. They are struggling with pressures from all sides and constantly feel the need of assurance that they are doing all that they should for their children's emotional health." This article also points out that our professional workers are trying to meet the needs of these parents by really feeling their problems with them and by talking with them in terms they understand. Dr. Langmuir continues, "Another im-

portant change is revealed by differences in vocabulary which in turn reveal differences in attitudes. Such words as common sense, courage, character, trust, confidence, responsibility and integrity are appearing more and more in the professional literature. The very use of these time-honored words helps parents feel on safe and tested ground." This philosophy refers to parents of all children and, as in the case of most of our general professional literature, is just as applicable to parents of children who happen to be blind as it is to all other parents.

The emphasis on parent teacher relations in our schools today, and the efforts being made by the agencies to offer parents individual counseling services are gratifying. This is in line with the splendid writing dealing with parent guidance which can be found in various books and pamphlets in this field. Dr. Ruth Strang, in her book, *An Introduction to Child Study,* endorses this procedure with the following: "Talking with parents is one of the most fruitful methods of gaining the understanding of the child's family relations and helping parents to understand themselves and their children better." We can improve our services to parents by actually including them in our professional programs and our conferences. Cooperative program planning between the parents who are qualified to serve and the professional workers who have been trained in a knowledge of child development and have experience in working with parents, is a sound practice and should be productive.

We Can Pool Our Professional Resources in Behalf of the Preschool Blind Child

In view of the numerous requests received in the schools and public and private agencies in all parts of the country from parents and professional workers, it is evident that there is certainly a great deal of work for all organizations to do. The question is one of sharing most effectively among the groups the resources that each has to offer. Smooth functioning involves not only wise referrals on the part of all agencies, but it requires a close working relationship between the specialized agencies and schools for the blind and the general health and welfare agencies and other private organizations, such as family service agencies, child guidance clinics and interested civic groups. A small agency for the blind, for example, would surely dissipate its energy if it attempted to give the type of help which a family service agency or a child guidance clinic can offer. Likewise, a school for the blind would find it difficult to offer the type of service that a medical social worker could offer parents in a hospital setting, immediately following the doctor's diagnosis of blindness in an infant.

Both of these agencies have natural areas of service and they should not be expected to take time and energy away from their own functions to serve in too many additional capacities. It would seem to be a much wiser practice for more of the specialized agencies and schools to use their skills in arousing interest in new programs where they are needed and in orienting special workers who have been previously trained in the fields of either child development or social work. They can also make their physical facilities available for professional meetings in behalf of preschool blind children and their parents or for an occasional institute or group session for parents who may be helped in this way. Many of the schools and agencies throughout the country have done so quite successfully.

The specialized agencies might also consider cooperating with other organizations in setting up short intensive workshops offering assistance to child welfare workers, county health nurses, maternal and child care workers and others who have limited contacts with these children. The civic groups can assist in many practical ways, such as by offering their financial support and in furnishing transportation for parents in connection with medical and other professional appointments. These points suggest only a few of the patterns which are presently working in various sections of the country.

It is important that we realize that even meager services in the most rural areas could be made stronger when coordinated with certain professional services in nearby urban areas. This is an example of effective pooling of resources in behalf of the preschool blind child. Such a procedure would permit the purchasing of part-time services in certain highly involved cases.

It should never matter to us which agency is serving so long as the contribution is a

beneficial one. If we can all forget who we are and think instead in terms of what we have to offer, we will surely be giving to these parents the best that our local public and private resources can give. It should be remembered, also, that there are related departments in the federal government which should be examined for ways in which they might contribute to services for preschool blind children and their parents. If we truly evaluate all possible local, state and national resources, we need never apologize for our procedure. We can all remember that even our lay workers can canvass the various national and regional resources for professional literature and consultative help. However, in all cases, it is the professional worker who must evaluate the effectiveness of the resources which are used.

It is our feeling that the goal should be in every state to strive for the utilization of all possible services and their coordination through one channel headed by a state director in charge of services to preschool blind children. This is in line with the recommendations of the recent national work session dealing with the preschool blind child.

We Can Work Toward Improved Legislation

We all wish to improve our facilities to meet the increased demands being made on our agencies and schools. If we are to revise our existing services and perhaps inaugurate new ones, we will have to secure legislation in many of our states. Certain states have already taken action and others are considering doing so. By examining the laws of other states in the light of a local state situation and by thoroughly evaluating existing available resources, we can set up sound legislative programs to submit to the various state legislatures. We should also be aware of what provisions the given state has made for other children—blind children are entitled to the legal rights of all other children. We would strongly recommend that again by coordinating our experiences and our various skills a sufficient amount of study be undertaken to secure the passage of necessary legislation.

We Can Strive For More Highly Trained Professional Personnel

Meeting the needs of the preschool blind child is the most important service that can be offered to blind individuals when viewed in its relation to the future education and rehabilitation of these children. We are already able to observe a difference in our kindergarten and first grade blind children who have had the benefits of effective preschool counseling service. These children come to these grades now with certain skills and attitudes which the teachers formerly had to strive many months to achieve. In the case of the totally blind preschool child, problems in space perception, personal independence and numerous facts related to object recognition have been learned through early play experiences, and much social competency has been gained through nursery schools or play groups which were stimulated through wise counseling with parents. The positive facts of this early start in self-realization and awareness of physical surroundings on the educational program throughout the school years and the possibilities for rehabilitation during the adult years far more than justify the investment made for a skilled professional person to work with preschool blind children. As in all professional services, we should consider at all costs that this person be first of all well trained in services to children who see, and then be provided with a small amount of special training and perhaps some orientation in methods which experienced professional workers have found to be successful.

There is so much that we still need to learn about children and there is so much that good scientific research can tell us that we cannot afford to hire people who are incapable of recognizing these facts and initiating research in our agencies and schools through systematic observation. We must hire people who will participate in our research and who will make use of the findings through the scientific process.

It does not seem necessary in this paper to discuss at great length an ideal program for services to preschool blind children, since suggestions as to research, services to parents, programs and standards for the training of professional workers have been published with recommendations in the *Report of the National Work Session on the Preschool Blind Child.* We would urge your consideration of this publication as we feel that it represents the pooled opinions of those of

you in the field who have had experience in working with these children.

We would suggest, however, in connection with our own organization, that we are prepared to offer our consultative service on the basis of request to schools and agencies desiring help in the aforementioned areas. The Foundation does have one full time person working in this area, and although it is not always possible for her to give direct consultative service as you request it due to a very crowded schedule, she will be happy to have you write to her about any problems that can be helped in this way. The preschool program at the American Foundation for the Blind offers service in the following areas:

1. National conference on the preschool blind child
2. Consultative service
3. Publications service
4. Research service
5. Professional training service
6. Representation at pertinent national conventions
7. Referred service to your own schools and agencies

These areas are in line with past experience, present plans and future goals. It does not seem fitting here to discuss the services in further detail, but if you have further questions, I shall consider it a pleasure to discuss them with you.

We Can Examine the Needs of the Preschool Blind Child and His parents in Terms of What we Know About all Children and Their Parents

Within the past few years there have been published an exhaustive number of pamphlets, magazine articles and books which forcefully present the needs of children in these tense and critical times. Likewise the area of child growth and development has expanded so rapidly that some of us, who were trained as teachers a few years ago, are amazed at the trends and the information which is now available. There is, naturally, much more space devoted to the discussion of the needs of children than there is to the most satisfactory solution of their problems. There are some facts, however, on which the experts in all of the disciplines seem to be in agreement. Among these might be suggested the following: First, they point out that every child needs to be loved and made to feel secure, either by his parents, a close relative or by someone responsible for him. He needs the feeling of belonging to someone and the security of a place he can call home. They tell us that from infancy children must be considered as individuals and that they will not grow and develop according to any preconceived plan or rating scale. We must respect the dignity and worth of every individual child according to his own pattern and rate of growth and be aware of his readiness for new experiences. To accept this philosophy, we as professional people, must know something about scientific information concerning children, how we can observe their rate of development and on what basis we can contribute to their progress. We are told that our techniques will improve as we know more about their infancy and their family backgrounds.

It is significant that this information applies to all children so that our philosophy should be the same for blind children as it is for children in general.

Through our improved techniques in the observation of children, we can consider their behavior as Dr. Ethel B. Waring does in her article, *Exceptional Children, Principals for Their Guidance*, in which she writes, "Behavior is a language through which children tell us about their needs and those who learn to read this language can predict guidance which will enable them to satisfy these needs." In line with what many authorities are saying, Dr. Waring speaks of the child who may not be considered "normal", as follows: "Exceptional children, age for age may require guidance procedures specific to their particular limitations or difficulties but the basic principals of relationship are the same as for the guidance of ordinary children."

Certainly people in our schools and agencies who serve preschool blind children will through professional preparation and experience with both seeing and blind children, be better equipped to serve these children wisely. They will know more about direct service in problems involving play as a learning process, eating patterns and problems and the development of oral language. Because they

are trained and experienced, they will develop improved techniques and they will be qualified to undertake the research which is so badly needed.

We Can Meet His Needs as We Become Better Citizens in His Behalf

As has been previously pointed out in this paper, we are living in an age in which parents are asking definite questions and at a time when citizens' committees are group conscious in their desires to help all children through community participation. These parents and lay groups need our help. Can we as specialized professional personnel join with all other organizations in our efforts to acquaint them with the needs and potentialities of all individuals who happen to be blind? Can we view our specific contributions critically and at the same time steer other professional workers having limited contacts with the preschool blind children who will be our blind citizens of tomorrow? The best place to begin is with the infant and his parents. Our organization has been proud to serve in this area nationally, in planning conferences, in offering consultative service and in bringing to the attention of parents throughout the world the resources which are located in their various communities. We shall continue to refer parents to excellent local facilities and to recognize our obligation to all organizations in undertakings in research, in publications for parents and agencies and in our position as a possible clearing house for developments throughout the country. We congratulate the schools and agencies on the regional workshops and training facilities which they have planned in various parts of the country. These projects are in line with our thinking that sound regional planning is necessary to secure the best professional services for the greatest number of blind individuals.

During the present ten year period, the entire nation is emphasizing and refining services affecting all children. We realize as a nation that on the basis of previous scientific contributions there is much we do not know about children. The information that is still coming to us from the deliberations of the Mid-Century White House Conference on Children and Youth, makes this quite clear and points up the need for valuable research in certain areas. We thoroughly understand that the tensions and the great social problems of today are not conducive to good family living, but as citizens we have obligations to build a strong society. We may have very little control over the international situation, but we can each direct our efforts toward improved housing facilities, recreational opportunities and community organizations. We can contribute to a greater country in which our children may grow and in which they may become active citizens in a future for which we can still hope. Our preschool children provide us with our greatest opportunities. Those children who happen to be blind will have additional problems. They should be entitled to the same considerations as are all other children, plus certain additional facilities to assist them to function as normally as possible in a society which is largely geared for children who see.

Let us pledge our efforts to the provision of services to preschool blind children as found in the goals for all children during the next ten years. I would strongly recommend that you examine the Pledge to Children which was adopted by the Mid-Century White House Conference on Children and Youth, Decmber 7, 1950. Briefly may I quote a portion of this pledge which I hope you will secure from the Federal Security Agency, Washington, D. C., if you have not already done so.

"To you, our children, who hold within you our most cherished hopes, we the members of the Mid-Century White House Conference on Children and Youth, relying on your full response, make this pledge: From Your earliest infancy we give you our love, so that you may grow with trust in yourself and in others. We will recognize your worth as a person and we will help you to strengthen your sense of belonging. We will respect your right to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living. We will help you to develop initiative and imagination, so that you may have the opportunity freely to create . . . We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness . . . We will provide you with rewarding educational opportunities, so that you may develop your

talents and contribute to a better world . . . We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights. We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities. As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth. Aware that these promises to you cannot be fully met in a world at war, we ask you to join us in a firm dedication to the building of a world society based on freedom, justice and mutual respect. So may you grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future."

LIAISON BETWEEN SCHOOLS FOR THE BLIND AND OTHER AGENCIES

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Discussion of this subject involves certain fundamental considerations. The most important is of course, the blind individual to be served. The next most important is a practical co-ordination from the cradle to the grave to ensure continuous appropriate and adequate services. We must of course realize that in some areas, pre-school age services are available and more or less effective, while in others they are lacking. We must also realize that in the main, schools are of the residential type with some being operated privately and others as State schools for the youthful blind. Finally, agencies which will serve the graduates from the schools may be State controlled or privately organized with more or less comprehensive programmes and coverage. In some cases, several specializing agencies may be involved in the provision of services to one individual.

Pre-School Age Group (One to Six Years)—It must be obvious to all that the problems of the school will be greatly relieved and simplified if the training and service given to the pre-school age group and to their parents is designed to meet the needs of the children, their parents and the school and to condition the children for the next stage of their development. To ensure this, it is equally obvious that a definite relationship should be maintained between directors and workers for the pre-school age programme and the staff of the school, especially the Superintendent, Supervisors and kindergarten staff members.

School Period (Six to Twenty-one years)—Considering this group I realize that some schools provide primary education and encourage students to take secondary education in their general school system while others carry through from kindergarten to the point of graduation, training for either trade occupations or entrance to University. In any case it is obvious that the sightless youth should be given education to the fullest extent that his intelligence permits. For this, the school staff must be responsible. However, it is also apparent that the practical possibilities for each student should be assessed in relation to his post-graduate place in the world. Coupled with this assessment will be the planning necessary in respect to both academic and vocational training where applicable.

In carrying out this system of assessment of capacities, and planning function, most schools have realized that dependable service agencies whether State or private are in a position to materially assist in a consultant capacity because of an intimate knowledge and experience of occupational trends and the ever broadening horizon and diversity of occupations being successfully undertaken by sightless graduates.

It is only the short-sighted who, because of pride, prejudice or mental blindness, would ignore the opportunity for the fullest possible assessment of potential prospects for the individual under consideration. I like to think, and with but few exceptions I believe, that the residential schools for the sightless on this continent today are dispensing with the old idea that their's is a routine job, namely to teach reading, writing and arith-

* Visually Handicapped.

metic with a few other subjects incidentally thrown in and let the future take care of their graduates. This was not good enough. The modern school superintendent and senior members of his staff responsible for vocational guidance, have long realized the desirability of not only acquainting themselves with the potential horizons which the modern world may offer to graduates but as well, of maintaining the closest possible relationships with dependable workers for adults in general and school graduates in particular. For several reasons—first, to ensure the most ambitious planning possible for each student; second, to ensure the best possible preparation, especially during the advanced school period for the post-graduate career; third, to ensure that service representatives to whom the graduate must look for assistance and co-operation will be personally acquainted before graduation and in agreement with the counselling and working plan adopted.

The service organization may in many cases supplement its school facilities where such are limited for practical vocational tests for students. On many occasions, it has been found that students who were not good in their academic work, had outstanding capacities and skills, capable of most successful application in industrial or other vocational lines.

In maintaining a proper liason between the school and related programmes for pre-school age children and graduates, I hope that I have made my points, namely—first, that the various stages into which we tend to break down the life of the child, the youth and the adult, should not be regarded or treated as watertight compartments; second, there should be a co-ordination of both the facilities and the planning by all concerned in the best results for the individual; third, that team work should be recognized and accepted as the modern method of ensuring best results for the graduate with the fullest measure of satisfaction for all concerned.

For the modern world, a proper association instead of isolation of ideas and activities is recognized as the most satisfactory and effective means of achieving success.

COORDINATION OF SCHOOL CURRICULA WITH ADULT REHABILITATION PROGRAMS

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Ladies and gentlemen, it is an honor and a pleasure to address you this morning, although coming after so many distinguished speakers, I'm not quite sure what there is left for me to say. Dr. Quimby in his excellent paper, pointed out the need for devoted, skilled, patient teachers in our schools. Nothing he might have stressed would, in my opinion, be of greater intrinsic value. If we have teachers who are dedicated, who are in the work as a career, not merely as a two-year stage between college and matrimony, whose wholesome sympathy and understanding of the limitations of blindness induce patience, then we haven't too much to worry about. The pupils will grow up straight inside and outside and will be turned over to the adult agency as fit subjects for rehabilitation training and integration into the seeing society of the particular community in which they live.

Dr. Quimby might have pointed out—he probably meant his term "teacher" to be all-inclusive—that devoted, skilled, understanding, patient principals and superintendents are of prime importance, too. After all, the body will be guided by the head. Leadership based on sound principles and tested knowledge will inspire even mediocre teachers to accomplish much. Emerson said something to the effect that an institution is the elongated shadow of a single man. This is no doubt a bit too pat but, in general, great accomplishments are reflections of great personalities. Let us have leadership, then, and sound teaching methods.

A realistic approach to the problems of blindness will eliminate from the curricula of many schools materials and techniques

* Visually Handicapped.

based entirely on the experience in the field of education for the visually competent. Have models of every possible thing a sighted child would be familiar with automatically, and have those models small enough that the blind person can encompass them with his hand if possible but in any case, small enough that he can trace them readily and get a comprehensive picture. Of course, it must be explained that the model of the elephant is somewhat smaller than an elephant, whereas that of the mouse is approximately exact. Get rid of two dimensional diagrams intended to familiarize blind people with three-dimensional objects. It looks all right to the eye but it makes no sense to the fingers. This should be obvious, but to judge from what goes on in certain teaching situations, it is not.

Distinguish between the "just blind" and those blind children who have complicated psychological blocks or physical idiosyncrasies that make them unacceptable to their sighted neighbors. The "just blind", those apparently otherwise normal pupils who happen not to see, can be educated easily, could be educated, in fact, without benefit of special schools for the blind. They are the ones we put on display, our "show horses", some of whom get displayed so much that their original normality is vitiated by too much adulation and acclaim. And even these "just blind" are unaware of so many things in the world that they would, were they sighted, learn without effort. Don't be misled by their glib tongues, their ready minds, their artistic skills, and then be shocked when they give evidence of ignorance on some point that is clear to a very young sighted child. Here is where the patient, devoted teacher comes in. Here's why special education is helpful even to the pupils least affected by blindness.

And the others, the psychologically or physically twisted, these are your challenge. These are the ones who will receive your guidance, your precepts, your every effort on their behalf as a kind of intrusion into their comfortable self-created little world. And maybe it would be just as well not to disturb their tranquillity—where ignorance is bliss, 'til folly to be wise—except that they must return to the world of the seeing, a world in which their little dream world will not fit. So every effort must be made to lure them from their unrealistic but comfortable way of life and prepare them to go out into adult society and at least earn their bread, fill some small place adequately and with satisfaction, be accepted by their little community more or less wholesomely. It is a tremendous task, but if you accomplish it well, the adult agency can have nothing but eternal gratitude toward you. The task of training for and placement in a job and integration into the local community in which the blind person is to live will be infinitely less difficult.

You in the schools should examine your professional conscience once in a while, determine honestly just what your attitude toward the blind is. Do you believe they are generally educable? Are you performing your tasks with a conviction that they will accomplish nothing? If you do not have faith in the efficacy of your work, in the trainability of your blind pupils, then you are in the wrong field. Your attitude is an understandable one, even though it is utterly wrong. Seek employment where you will be satisfied that your efforts add to the accomplishments of society. Teaching the blind is a difficult and sometimes a thankless undertaking. Leave it to these who have the spiritual stamina, the love of challenge, the many other virtues necessary for success here.

Pupils in a residential school often get so many things done for them that they fail to develop a sound sense of responsibility. True, the partially-seeing and the exceptional totally-blind will assume leadership and accept responsibility. But the run-of-the-mill pupils are content to let them do so. These are the cases we find difficult to place. A sense of the dignity of work and of the value of money and time is often lacking in the institutionally-trained blind person. I urge you to lay greater stress on such items and less on high-falutin' literary and artistic subjects that aid little in the winning of a livelihood. Give all the literary and artistic training possible to those students who have mastered the more fundamental techniques of living but only to those. Ability to quote Shakespeare will be of little value at a milling machine. And are not most of our pupils going to earn their living in humble factory or commercial jobs? Give each pupil all he can absorb profitably but only what he

can absorb profitably.

These are but a few broad indications of what we in the adult agencies would like you, our colleagues in the teaching field, to do in order to send us the kind of client we believe we can successfully help. All the education in the world won't make for fullness of living unless the blind person can win his own bread, take his own place, no matter how insignificant, in the social microcosm that is his home community. All we ask is a blind person who has learned personal care, who has a reasonably good posture and carriage, who can travel alone at least well enough to get back and forth to his job, whose manual dexterity is developed to the utmost, and who has a wholesome attitude toward work and toward his own capacity for work. We don't expect skilled craftsmen. We can get them trained if you'll send us good material. Neither you nor we do our task any too well. Let us not, then, waste our feeble efforts in mutual recrimination and blame-placing. Putting aside all questions of vainglory and petty prestige, let us pool our meager knowledge, integrate our programs, work closely together. The pupil's the thing, and his unfolding personality.

WHAT CAN A PLACEMENT AGENT REASONABLY EXPECT OF A GRADUATE OF A SCHOOL FOR THE BLIND?

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For years the placement of graduates of schools for the blind has been the subject of many a lively discussion. Having been involved in a few of these discussions myself, I have no hesitancy in saying that many of the participants completely disregarded the element of reasonableness which the program committee has so wisely included in the assignment of this topic.

It is extremely gratifying to know that so many representatives of schools for the blind as well as those of agencies providing placement services to blind people are present today. I hope that our deliberations will focus even greater attention on this problem of mutual interest and will result in a much more concerted effort to solve it.

Fundamentally, it seems to me that a placement agent can reasonably expect a graduate of a school for the blind to have accepted his blindness and to possess a realistic attitude toward his personal, social, and vocational future. This concept presupposes the students' exposure before graduation to a systematically planned series of developmental experiences which will help him to cope with the situations which will confront him daily in the seeing world after he leaves school.

Since the student is away from his own home for nearly three fourths of every year, the school must accept the responsibility of making up in so far as possible for the absence of the parental affection and guidance which normally are provided in the home. Naturally, nothing can fully replace the intimate family bonds which are formed in the home environment. However, the school, with a highly trained staff familiar with the problems that must be faced by the blind student during his school years and afterwards, should be in a position to offer the guidance and counseling services which the family is seldom prepared and cannot usually be expected to provide.

The placement agent has a dual responsibility. In the first place, he is expected to place the graduate in the type of employment for which he is best suited and at the same time has the greatest desire. Secondly, he must satisfy the employer. Not only is it necessary that the client be dependable as to the quality and quantity of his production but his personal appearance, personality, and behavior pattern must meet certain minimum standards. We know that job success depends in as great a degree upon personality as it does upon the individual's intelligence, his specific skills, aptitudes, or even his experience and training. Therefore, the placement agent must provide the employer

* Visually Handicapped.

with a unit of labor that will meet these requirements.

Tardiness is a matter of major concern to employers. Consequently, the placement agent should be in a position to give assurance that his client will not only be at work regularly but that he will be punctual. It is therefore expected that a blind person considered for employment will be able to travel to and from his place of work without having to depend upon a regular guide. He should at least possess the ability to travel alone from his residence to the point where he can board a trolley or bus, to make the necessary transfer with casual assistance, and to travel from the point where he alights to the entrance of the plant or office.

Whenever he does travel with a sighted person, he should do so in a manner that places the least amount of burden upon his companion, never using him as a battering ram, or a crutch. The ease with which he walks with another person will affect the number of offers he receives of assistance and will, therefore, have a direct bearing upon the number of friends he is able to make.

The individual should possess sufficient skill in the use of a cane to follow a sidewalk or a given path, to keep from bumping into obstacles, and to detect up and down steps, curves, etc.

The personal appearance of a sighted worker is always important but in the case of a blind worker it is vital to his success. Many employers picture blind persons as slovenly, unkempt individuals, who would detract from the general appearance of the working force, and it is difficult to overcome this opinion. Therefore, one of the hurdles of successful placement will be more easily cleared if, on the first day, the placement agent is able to bring the employer an individual whose physical appearance is pleasing and who makes it a daily habit of paying close attention to dress, grooming, and personal hygiene. Of course, the employee should pay some close attention to his personal appearance on successive days as well.

It is essential that the employee wear clothing that is suitable for the work to be done and similar to that worn by others doing the same type of work. The nature of his occupation will naturally dictate the type of clothing to be worn during working hours as well as on his way to and from work. Where the type of work does not require a change of clothing, the employee must make certain that the color combinations are harmonious and that the type of his clothing is the same as that worn by other workers.

This means that the graduate must be able to select the proper type of clothing and keep advised as to what others are wearing. Not only that, he must possess the desire to keep his things in order and to dress in good taste. Also, the graduate must be able to attend to his own grooming, such as the care of his finger nails, combing his hair, application of cosmetics, and shaving. All of these complement the clothing worn by an individual and help to make him ready to mingle with others.

No matter how well dressed or how perfectly groomed a person may be, others will shun him if attention to all phases of personal hygience is not a daily habit. We all know that this means regular bathing, the use of deodorants, care of teeth, prevention of halitosis, and attention to those daily routines that insure cleanliness.

Furthermore, the appearance of the eyes, the condition of the teeth and skin, and posture are of paramount importance. Although none of these will seriously affect the efficiency of a person's work, they will accentuate his blindness, often emphasizing it to a point where an employer is unwilling to hire him.

Bulging, protruding, running or discolored eyes are most repulsive to even the casual observer. They usually have a negative influence on others. For a number of reasons, it is customary for many sighted persons to wear dark or frosted glasses. This practice, if followed by a blind person, will reduce the unsightly appearance of his eyes and will be in line with accepted custom.

Irregular, missing, or discolored teeth detract from the favorable impression one might otherwise make. If, therefore, any of these conditions exist they should be corrected. Such corrections might even be as extensive as the wearing of complete upper and lower dentures.

Skin eruptions of the hands and face are not only unsightly but may be interpreted as a communicable condition. In either case,

an employer would be loath to accept such a person. Even if he did, the chances are that his fellow workers would exclude him from their company. Consequently, an individual in this state of health should receive competent medical advice. The condition should be reduced to a point where it is no longer objectionable to others before any placement attempts are made.

Good posture is generally considered essential to good health and is certainly an asset to personal appearance. Poor posture can easily give one the appearance of being prematurely old, sloppy, inattentive, lazy, inefficient, or even idiotic. Certainly, a placement agent should not be willing to risk the success of his placement program on a blind person having this characteristic.

Peculiarities of an individual's behavior, particularly if carried to excess, serve to bring him to the attention of others. Habits displayed by an individual which are strong enough to attract attention are powerful weapons in forging opinions. In a blind person, mannerisms serve to accentuate his departure from the normal in the eyes of the sighted and, more frequently than not, serve to repel or retard the development of friendship with sighted individuals.

The school should work with its students continuously toward the elimination of such mannerisms as biting and picking at finger nails, running hands through hair, picking the nose, tilting the head toward the person speaking instead of facing him directly, sucking on and blowing through the teeth, constant shifting of the hands and feet, picking at the face, pulling at an ear, rolling and rubbing the eyes, and groping. Probably the most offensive habit of all is that of indiscriminate pawing of an individual to determine his or her appearance and manner of dress. This mannerism is particularly offensive to women and can easily be misunderstood.

We must never lose sight of the fact that we do not work in a vacuum and that the success of our inter-personal relations has a direct bearing on our success in a job. The personality of a blind person, more than that of anyone else, must be of such a nature that it radiates to his co-workers. Since, fortunately or otherwise, everyone is not cast in the same mold, it is practically impossible to set down an exact formula for determining a suitable personality for a particular type of employment. The key to an individual's personal adequacy for a job often is his ability to make and keep friends. While "making" friends is important, the emphasis should really be placed upon the word "keep." The number of friends is relatively unimportant so long as the duration of the friendship is reasonably long.

Employers are not particularly happy with a worker who is demanding or ostentatious and, consequently, the potential employee should not display these traits. Cheerfulness is an attribute but if carried to an extreme can easily approach the appearance of being pretentious.

Because of the willingness of sighted persons to be of assistance, it is easy for a blind person to get in the habit of asking for exceptional favors and to take these favors for granted. The requests soon take the form of demands, and demands soon drive assistance away. So, too, can a blind person, almost without realizing it, reach the point where he is taking advantage of his sighted friends and where he is becoming more and more of a nuisance to them. If not a nuisance, at least he may become an annoyance by failing to observe such little things as the exercise of voice control, the making of uncouth or inappropriate remarks, or by his unwillingness to consider the rights of others.

A person's attitude toward his blindness is often his greatest handicap. A wholesome viewpoint includes a desire for independence —financial and otherwise—self-confidence, ability to receive criticism without resentment, the inclination to associate with others and an interest in the happenings of the day. It excludes the feeling that the world owes him a living or that he should receive any special concession simply because he cannot see; a tendency to withdraw from society; a continual yearning for his sight as well as the ability to do the same things he was accustomed to doing before his blindness; a refusal to function as a blind person. In addition, there must be the realization that every employee actually makes a contract with his employer to be on hand every day there is work for him to do, to be on the job on time and to work diligently until quitting time.

The belief that his blindness will excuse

such behavior as getting to work late or quitting early to avoid the rush, or taking the day off just because he wants to visit dear aunt Susie, places his employment and that of other blind persons in jeopardy. Such an attitude should not manifest itself and if it does, the school should take immediate steps to correct it. In fact, the schools can do much more than they evidently are doing now to teach proper habits of work.

The school should work toward the development within the student of an understanding of the limitations which blindness places upon his vocational aspirations, thus assisting him in planning for his occupational future realistically. Too often, blind persons expect the placing agency to secure for them an impractical type of employment. This frequently creates an unhealthy situation in which the relationship between placement agent and graduate becomes strained, often to the breaking point. On the other hand, if the student is trained from the beginning to think in terms of what he wants to do in the light of what he can do, successful placement may be more easily achieved.

Finally, it seems to me that the student should have a knowledge of the seeing world and the things within it. He should, for example, have an opportunity to closely inspect at his leisure the things which most seeing people take for granted because of their regular observation of them. Trips might be planned to firehouses, air ports, bus terminals, police stations, and the like, where the student might spend several hours examining, for instance, the interior of a bus or airplane, or the police short wave radio station and the method of transmitting calls to and from police radio cars. It is especially important that visits be planned to manufacturing concerns, local offices, and retail business, in order to give the student a concept of the business world. Naturally, this type of experience would include visits to many other places, depending on the ingenuity of the school's staff and the opportunities that are available.

Most placement agencies feel that schools for the blind should not attempt to provide specific vocational training. If they did, the number of courses would be extremely limited and consequently there would be a tendency to form in the mind of the student the thought that his vocational future would be restricted to those occupations represented in the school's curriculum. Therefore, it would appear wiser to devote the time and money that specific vocational training would involve to the development of the student's personal and social performance. In conclusion, I believe that the placement agent can reasonably expect a graduate of a school for the blind to be reasonable in what he expects from the placement agent and his agency.

HAVE WE UNDER-SOLD OR OVER-SOLD OURSELVES AND THE PUBLIC ON THE POSSIBILITY OF THE INDEPENDENCE OF BLIND PEOPLE?

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Every worker for the blind knows this question is highly controversial. I could very readily voice my own opinion on this question but as one who has been a worker for the blind for twenty-five years I must speak from a collective experience and use the word "we". For this reason I decided we had need for an honest summation of opinions of informed representatives on all phases of work for the blind and also of representatives of lay groups. Such opinions, obtained by means of conference and correspondence, serve to resolve misconceived notions and thus afford a broader view and clearer vision in both near and remote areas.

In the main, we have not over-sold ourselves and the public on the possibility of independence of blind people. Yet all of our groups of blind people have reminded us "there are limitations". They say that we as workers for the blind in our eagerness to inform the public or to sell to them the abilities of the blind have sometimes oversold ourselves. In other words, they inform

* Visually Handicapped.

us that we sometimes think that blind persons can adjust themselves to varying situations with no help from persons in the immediate environment.

"Pushing too hard and too fast complicates progress," say the newly blinded. Workers for the blind who do not always recognize the importance of careful adjustment to loss of sight *and to the world of the seeing* have frequently themselves been oversold.

Careful training in foot travel is imperative. However, social and economic independence does not depend *wholly* upon ability to travel independently. I was surprised to have statements from two sighted students from colleges in different states deploring the fact that some of their blind students were anti-social in their insistence that they did not wish to accept the friendly gestures of helpfulness and fellowship extended to them. We agree that these exceptional cases fall into the category of exaggerated independence; nevertheless, they really do exist. .

There are varying interpretations of what constitutes independence. We know that a hermit severs his ties with other persons, but still he is dependent upon his environment for survival.

We are reminded that we have not educated the *public to* the fact that there are greater and lesser degrees of blindness. The confusion that ensues results in the underselling of the ability of the totally blind person.

Too frequently the possibility for independence of blind people has been undersold by groups or organizations more eager to solicit funds than they are in soliciting understanding and the possibilities for training blind people.

So-called workers for the blind do not instill independence when they make statements such as, I am taking my poor, dear blind to have their hair cut short. The weather is so hot."

We are under-selling ability, and therefore the possibility of independence of blind people, when we offer second-rate articles for sale with the hope of purchase *just* because they are made by the blind.

We can not talk independence one minute and dependence the next, so we must differentiate between the abilities of blind persons the same as we do between sighted persons. There must be teamwork on the part of the blind as well as teamwork between the blind and the sighted if our goal is to be reached.

Some of us have not found time to utilize local facilities—educational, social, and industrial—representing as they do a wealth of possibilities for educating the citizenry for civic participation and for selling potential opportunities for the employment of blind persons. Conferences with representatives of these various groups will not only prove beneficial to existing programs for the blind; they are vital in the forming of public opinion.

Every blind person is an educator in his community. Experience has shown that he reflects, at least to some extent, the attitude of the worker who helped him on his way. So it behooves us, as workers, to strive for normalcy in attitude, appearance, and understanding, and to recognize our social relationships and responsibilities.

Occasional under-selling and over-selling of the abilities of blind people are normal processes of progress. We have made tremendous advances in constructive legislation for the blind. Educational facilities and job possibilities have improved immeasurably. A reasonable portion of the public has become receptive to the idea of giving opportunities to the blind. The task which lies before *us,* and which we shall have until eternity, is that of vigilance in holding that which we have and presenting to the public facts about the blind in a continuous, well-organized manner so that present horizons may be broadened.

We are fully aware of the capabilities of the blind, and we have endeavored to make the facts known to the public. Furthermore, we know full well that in this the blind person himself has a most important part to play because nothing can be done until he makes himself an acceptable member of his community. He must, and he can, prove that he is an acceptable human being, eager and able to share responsibilities if given the opportunity to do so.

When we recall the accomplishments of a vast number of blind individuals and realize how many seeing persons find its difficult to adjust themselves to the constant changes and challenges of life, we conclude that we have not over-sold the possibility for independence of blind people.

AGENCY PRACTICES WHICH FURTHER OR HINDER INDEPENDENCE OF BLIND PEOPLE

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Work for the blind is one of the many disciplines within the profession of social work. Whether we want to be identified with this profession or not, we are. Blindness itself is not a common denominator. Blind people are people. Social agencies of all descriptions, all over the world, are dealing daily with the same problem we are here to discuss this morning. The underlying motive and principle of any social service agency is to help people achieve a more satisfactory relationship with their environment and with other people, which is a way of saying to become independent.

What are some of the tools and techniques which other fields of social work use to help the individual utilize his own strengths and maintain his rights to make his own decisions —to become independent? One of the most basic and most difficult is to permit and encourage the individual to do as much for himself as possible. I say "permit" purposely, because we have all seen well-intentioned but impulsive persons try to "take over" for another. Social workers in family agencies, in children's agencies, in recreation agencies, sometimes take responsibilities and make decisions for people who can and should assume these for themselves. A woman who needs help in budgeting and money management is not really helped by a family or relief agency who *tells* her how to spend her money, or gives her script or food and clothing orders in certain amounts, so that she has no choice but to buy wisely, and no opportunity of *learning how* to make these decisions on her own. A blind man or woman is not really helped who is not given an opportunity to participate in formulating his own rehabilitation plan by a vocational rehabilitation agency. This is not to say that all rehabilitation agencies should help every blind person to do whatever he wants to do vocationally, regardless of how practical or realistic it is, but it does mean that the rehabilitation counsellor or case worker does discuss with the individual the pro's and con's of possible vocational goals so that the plan is worked out together, a shared process, and one wherein the individual has a choice. And if it is something he does not want or feels he is not suited to, and he rejects the plan, he is not branded as "uncooperative" and therefore not feasible for rehabilitation.

Many other illustrations come to mind of imposing our will or our idea of what is right or good for a blind person, and taking away his freedom of choice and of decision and hence some of his independence: "What you need is a Talking Book machine", or "You should learn Braille", or "You must join our handicraft class". In the old days—I hope they are behind us—it was often "You should tune pianos", or "You should weave baskets", or "You must become a drill press operator." Don't misunderstand; these are fine, but not for all people, and *never* for someone who does not want to tune pianos, weave baskets, or operate a drill press.

This principle or practice of safeguarding the individual's right to make his own decisions relates to groups of blind people as well, especially some of the recreational and social clubs organized for blind persons. It is important not to superimpose a recreational plan on a group. If an agency is called upon for help regarding group recreation, it is more sound to study what kinds of social or recreational needs and interests there are in the group, and to help the group develop its own program along these lines.

Another phase of this point of furthering independence of blind people by encouraging the individual to do as much for himself as possible, relates to his relationship to other persons and other agencies, especially to the Department of Welfare. Blind people often like to have a counsellor or social worker act as a champion for them in regard to securing as much as possible from the Welfare Department, and they often ask social workers to intercede for them with their Department of Welfare investigator. This is under-

* Visually Handicapped.

standable in light of the inadequate standards of assistance grants in most states today, but the way this appeal is handled by the agency or individual worker may have a real bearing on helping the individual towards independence. We should help the blind person to develop the strengths necessary to handle his problems with the other agency himself. This may mean interpreting his rights under the law to the blind person so that he knows where he stands with the public assistance worker; it may mean helping him think through what his requests are, and if they are realistic and within the scope of the public assistance agency.

On an administrative level, work can and should be done toward securing more adequate grants which is another approach towards the problem of economic independence.

Another agency practice which may hinder or further independence of people is the process of meeting the individual where he is. This means a different approach to each person. It means sensitivity and skill in recognizing what each individual can do alone, and when and where and what kind of help he needs to enable him to do more. Some agencies have a more or less inflexible policy of no home visits, the theory being that the individual has to be interested enough in the services available to come into the office to find out about them or to ask for them. This approach does not take into consideration blind persons who may have other handicaps which make it impossible for them to come to the office, or who are too aged to travel. Equally damaging and insensitive is a policy of the other extreme. The automatic home visit, without offering the individual the opportunity or encouraging him to come to the agency, is not helping him to become independent. These practices are examples of not meeting the individual where he is, in the sense of where he is in relation to doing for himself, of assuming responsibility, of making decisions—again, of being independent. For some people, and not only blind people, coming to an office of a social agency for an initial interview is absolutely impossible, though this same person may be able to travel well with, or even without, a guide.

In short, understanding of the emotional factors, of the individual's feelings about what he can and cannot do, is necessary, as well as approaching him on that level which he has already achieved. Teaching cane technique to someone who lacks confidence to move from one room to another in his own home without a guide may be an ultimate goal, but that individual must be met on his own level of independence before he can be helped to take the bigger steps.

In regard to travel training, the ability to move about freely and without fear is one of the most important elements in an individual's feeling of independence. In the literal and practical sense, a person who can use a cane, a guide dog or move about by himself, has greater freedom by virtue of his mobility. The psychological effect of such freedom of movement invariably is that the individual has a strong feeling of accomplishment which gives him greater confidence and independence. In terms of agency practices this means that we should, whenever possible, provide skilled, experienced training in travel techniques.

Occasionally we find that a member of a blind person's family, as a parent or wife or son or daughter, through lack of understanding or a desire to over-protect, or for some other reason, is actually hindering in that individual's attempts to become independent. Helping the family and friends to understand what a blind person may do and when and how he needs help is an integral part of the over-all process. This is a less direct way of approaching the problems of independence, but an important and effective one in many situations.

Part of becoming independent is becoming an integrated, rather than a segregated, member of a community. Agencies can do a great deal in developing opportunities for blind people to participate in activities with sighted persons. Sometimes this may be done by giving some interpretation to a minister of a church so that a blind person may be helped to become an active part of a church group. In my own city it has been possible to secure the cooperation of the City Park Board which provides day camping and supervised play grounds during the summer. Blind children have been able to participate in these activities with sighted children with the result that the entire group has been enriched. Another example is laying the ground work for

a blind child to attend a YMCA camp, an opportunity for integrated living that went far in helping that youngster feel independent and be independent.

Failure to secure work, or at least to try to secure work in industry or business for those sheltered workshop employees who are able and qualified to work "outside" is a practice which hinders and hampers independence in blind people. Sheltered workshops that become little factories hiring blind people who could be absorbed and integrated into the community's economy are questionable. Centers which evaluate a person's skills and work potential, and provide vocational training, are important and necessary, but administrators whose workshops are running on a profit should analyze whether their shops are serving the right people or whether their intake practices may not be making it more difficult for blind people to achieve independence. The same principle applies to those agencies which have home work programs. In most instances home work should be assigned only to those people who are actually homebound or where there is no other employment resource.

The practice employed by most if not all rehabilitation agencies of having the individual make a somewhat formal application for vocational rehabilitation services is admirable. The psychological effect of filing an application, of taking an active first step in one's own rehabilitation, is a small but significant practice germane to the subject under discussion.

Frequently in a rehabilitation agency, a vocational plan for an individual may require that he live for a period of time away from home while receiving vocational training. In these situations where the individual is not able to pay for this additional maintenance, the person who is helped through rehabilitation funds has a greater feeling of independence than the one who is asked by the rehabilitation agency to make a first application for public assistance. The person who has not had to apply previously for an Aid to the Blind grant often develops an attitude or feeling of dependence when asked to do so in order to be rehabilitated.

Over-all agency program planning must always be geared to furthering independence of blind people. Programs or services must be practical and must be related to the needs of the blind in each community. Help in regard to meeting the demands of daily living should be given important consideration in agency programs. An agency or a service should be examined in terms of what effect does this have on blind people? Who is helped by each service? What feelings and attitudes does this service arouse in blind people, and in sighted people? Constant re-evaluation of this administrative phase of work for the blind is necessary.

Emphasis should be placed on seeing that services are available to blind persons as quickly as possible, that blind children have opportunities for vocational guidance while still in secondary school, that some of the practical instruction in travel, in eating, in signing one's name, and so on, is available and is given before the individual is 16 or 17 years old.

In conclusion, as agency administrators and program planners, as individuals engaged in work for the blind, as individuals interested in blind people, the basic essential for furthering independence of blind people is to remember that every person has a *right* and a *responsibility* to achieve independence. With that thought behind all agency practices, and uppermost in the consciousness of those who are in the work, blind people will achieve greater independence.

INDEPENDENCE FROM THE SOCIAL INFERIORITY ATTRIBUTED TO BLINDNESS

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Joseph S. Himes, Jr. claims that blind people in our society are socially inferior to sighted people and that as a result they develop various forms of "compensatory aggression", "in an effort to equalize the status relationship." In this paper we will not go into the question of whether *all* sighted peo-

* Visually Handicapped.

ple have the feeling of superiority and *all* blind people the feeling of inferiority. We agree that the problem is very common, ask ourselves why, and attempt to see what those of us who are totally blind can do to free ourselves from the feeling of inferiority.

All of us recognize that many blind people, even the most competent, have a corosive sense of inferiority from time to time and perhaps most frequently when they are alone. In some deep-rooted way they feel inferior to sighted people. This sense of inferiority is not due simply to the way sighted people treat blind people. For example, newly blinded people often withdraw from their old friends and associates and live almost hermit-like lives. They may explain their behavior by stating they do not think people really want their friendship any longer because they are unable to participate freely in most of their former activities. "When I could see," said one man, "I used to call my friends all the time and ask them to go out with me. Now, if I call them and they accept, I feel they are doing it because they haven't the heart to refuse me. So, I don't bother them. In fact, I steer clear of them."

For another example, many blind people with some small degree of vision feel superior to blind people with no vision. Some would not marry a totally blind person because they feel that in some way a totally blind person is not quite a real man or woman. Others with a little vision want to engage in employment, sports, hobbies, or other pursuits not suited to their visual limitations and show an attitude of over-solicitude and patronage toward the totally blind. In order for a blind person to live a relatively normal life he must have some relative independence from the nagging inferiority feeling that arises or tends to arise from his blindness.

There are three major reasons, with perhaps a number of lesser ones, which seem to be the root of the feeling of inferiority felt by many of us who are blind. The first reason is that in our society there is a general glorification of bodily perfection. This emphasis on bodily perfection has come down to us at least from the Greeks. It is seen on the one hand in the great appreciation we have for physical beauty, physical strength, stamina, and general vitality. It is seen on the other hand in the feeling of shame that comes so frequently with even minor bodily defects. Men who are unusually short, women who are unusually tall, people with pock-marked faces or bulbous noses, people who are unusually fat, or coarse-featured, have a real problem of accepting their defects without at the same time having a feeling of inferiority. Blindness is, of course, a gross physical defect. In some ways, the body is not whole. In some way a body that is not whole tends to make us feel less than a full human being.

In a real sense, a person with a body that is not whole is inferior. He can hardly avoid some self-consciousness and embarrassment. He may shy away from people and become a recluse; he mave take on an overt, aggressive manner which at times may become repulsive; or he may find a middle course and be pleasant, friendly, well-accepted, and liked. When a totally blind person finds the middle course there still remains some feeling of inferiority. As Mr. Barnett has said, "Blindness is, and always will be, a condition different from physical perfection, and as lovers of a good physique, we always will have some emotional reaction to physical losses."

The emotional reactions are accentuated when, in addition to the loss of sight, there is some disfigurement of the eyes. The blind person is certain to be aware of this disfigurement and since he cannot see it for himself is likely to exaggerate its importance with a consequent tendency to increase his feeling of embarrassment and inferiority. Dark glasses help offset this problem but, even at best, never completely relieve the feeling of embarrassment and self-consciousness, particularly when meeting new people.

The second major reason for the inferiority feelings of blind people is that blindness prevents a person from doing many ordinary things which are taken for granted by sighted people and which they do with hardly a thought. There is no doubt that in these things blind people are inferior to sighted people. In addition to being inferior in these respects, they are dependent on sighted people for assistance in many of the ordinary affairs of life such as reading, selection of color-schemes, finding articles that are dropped, and having a friend describe what is going on at a baseball game or on the street. As Ishbel Ross says, "The blind are still the blind—

dependent on countless small services that niggle at their self-respect, confronted by innumerable daily frustrations. It takes the most vigorous and strongest characters to strike out for effort rather than ease. For one who breasts the current, hundreds give up."

Whenever one person helps another there is a temporary relationship of superiority and inferiority. Every person in our society, whether sighted or blind, must have help and does receive help at times and perhaps more frequently than most of us usually think. Under what might be called "normal conditions" a person receives help but also gives help in something of an equal measure and so maintains his self-respect and his independence.

The third major reason for the inferiority feelings of blind people is the superiority feelings of sighted people. These feelings are normal and natural and seem to arise on an almost instinctual basis. The shutting out of the great world of vision with all of its satisfactions and the difficulties blind people have in performing many of the ordinary activities of life are facts which actually give the sighted person a position of superiority. Attitudes people have tend to conform to visible facts and it would be very surprising indeed if sighted people did not feel superior to blind people on the basis of the visible facts. An aggravating factor is that all of us tend to get some satisfaction and self-respect from feeling superior in some way. And here is a chance for a sighted person to feel superior without any accomplishment at all on his part! Many blind people give an added reason for the superiority feelings of sighted people by their poor posture, lack of facial expression, awkward movements, and other of what frequently are called "blindisms". It should be noted that people who lose their sight in later life come to that crisis with the preconceived attitudes of sighted people toward blind people and then apply those attitudes to themselves. In this way the inferiority they had attributed to blind people becomes a part of themselves now as blind persons.

The blind person's feeling of inferiority which arises from his bodily imperfection, his inability to do some of the ordinary things of life, and the superiority attitudes of sighted people is a hard fact. If this were the whole story it would be a very dreary picture. The rest of the story is that there are ways in which we can free ourselves in some full measure of any corosive feeling of inferiority and achieve some real independence. That independence is not a gift to us but is something that each must win for himself with whatever help he can use.

The inferiority that arises from the mere fact of blindness—from the defect in our physical bodies—is, in my opinion, a lesser inferiority than many which arise from defects in personal qualities of mind and soul. The important thing, however, is not whether one inferiority is more or less severe than others. The important point is that all of us —sighted or blind—have inferiorities. The particular kind of inferiority is quite secondary to the frame of mind with which we meet whatever inferiorities happen to be our lot.

When we center our attention on blindness itself the world of people tends to divide in our thinking into two classes, the blind and the sighted, with all the tendencies to pity and self-pity. When, however, we think of blindness as one of many kinds of inferiorities with which men struggle then the world of people is one world with all of us facing a common problem of coming to terms with whatever inferiorities are in the package of our lives from time to time. A recognition of the universality of inferiorities helps us avoid the great fallacy of concentrating on our own peculiar kind so much that we lose our balance, weaken our effectiveness, and encourage the tendency to self-pity which invites the pity of others.

The question of how people can best handle whatever inferiorities they have is not easy. Psychologists and others have given it a great deal of study. I do not have the time or the ability to deal with their work but simply want to call attention to the fact that the inferiority due to blindness is part of the larger problem of inferiorities which is so disturbing to so many people. The recognition that inferiorities and superiorities are many in kind and that the loss of sight is one of many possible inferiorities seems to be a first essential in freeing ourselves from a perpetual inequality with the great sighted world.

The second essential is for blind people

to become as proficient as possible in the ordinary affairs of life so their need for help is at a minimum. The less we need assistance in travel, in reading, in handling our food and clothes and in the ordinary demands of daily living the more our actual inferiority is reduced. At the same time, we are left freer to develop and use those qualities of mind and spirit and ability which distinguish man from all other parts of creation. Those of us who are blind assess our fellows who are blind in terms of these qualities and it is interesting and at times discouraging to see how much there is of criticism. Other groups no doubt have the same affliction but we can express the hope that among blind people there will be a larger percentage with the fine human qualities which command respect.

Those of us who are blind can make only a very slight dent in the general attitude of sighted people to blind people. In addition to having a rather solid feeling of superiority because they have sight, they tend to have a bewildered and lost feeling in knowing how to deal with blind people. With few exceptions they have had no intimate contact with blind people and when they try to imagine themselves without sight they find themselves in an incomprehensible, mysterious and terrifying world. This is perfectly normal and if we had sight we would do likewise. Our problem is to in some way come to terms in ourselves with the superiority attitudes of those with sight so their attitudes will not become inferiority attitudes in ourselves on the one hand or a fighting, bitter attitude toward sighted people on the other.

Four things seem necessary if we are to keep our balance in dealing with sighted people. (1) We must be able to put ourselves in the position of sighted people enough to understand how normal is their behavior. (2) We must have a sense of humor to be able to enjoy many a laugh over the odd situations in which we so often are placed, laughs not at the sighted persons but laughs over the situations. (3) We must know blind people or know of blind people who by their unquestioned abilities have demonstrated beyond question that blindness does not prevent solid achievement and even marked superiorities. The solid background of what many blind people have done gives us a quiet assurance that has strength without bombast or resentment. (4) We must have association with some sighted people who treat us as people and not as "the blind". From such associations we have the actual experience of a relationship in which superiority and inferiority are not equated with sight or lack of sight. This minimizes our tendency to have inferiority feelings because of lack of sight and at the same time helps to remove any bellicose or resentful attitude towards the great mass of sighted people. It is important to note here that sighted people working in agencies for the blind do a great deal of serious damage if they have a superiority attitude toward blind people. This simple statement opens up the whole question of how agencies for the blind further or hinder the independence of blind people from the inferiority that tends to go with blindness—a question we cannot consider here.

Everything we do has some reflection in our inner life—how we look and feel about ourselves and our world. Family life, education, job opportunities, group associations and almost anything else are of greater or lesser importance. We would not minimize any of those factors but do stress the fact that resolving inferiority feelings is in large measure within ourselves as we make a choice between ways of looking at ourselves and our world. Sighted people with families, friends and jobs may be burdened with strong inferiority feelings. So may blind people!

To conclude a very sketchy presentation of a very large subject, we who are blind constitute a very small minority in a great sighted world. When, however, we think of ourselves as people having an inferiority problem to face we are not a minority but part of the large majority of men and women struggling to make their lives count for themselves and their fellows.

ARE THERE ANY PRECEPTS THAT A BLIND PERSON MUST ACCEPT IN ORDER TO BE INDEPENDENT? IF SO, WHAT CAN BE DONE TO BRING ABOUT THEIR INCULCATION?

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In considering this subject, many persons may be inclined to think of independence as a state of mind which makes the individual completely self-sufficient, and that it is unnecessary for the person to call upon others for cooperation for any reason. Some blind persons seem to interpret the word independence in this fashion, and in their effort to achieve that standard of independence they repulse their friends and neighbors and deprive themselves of many opportunities for good neighborly relationships. It must be remembered by all of us that no one is completely and fully self-sufficient. There is no such thing as independence in the pure sense of the word. One of the dictionary definitions states that independence is "A reluctance to receive assistance". That may seem like a reasonable definition but persons who are blind and who refuse to accept assistance when it is needed, or who indicate by their manner that they will not graciously accept assistance—such persons simply make their own lives much more complicated, much more difficult, and in fact they increase the tension between themselves and their neighbors in a wholly unnecessary manner. Even Robinson Crusoe who lived on a desert island and was supposed to be as nearly self-sufficient as any one in this world could be, depended a great deal on a native who came to his island and was know as Friday. Crusoe found that even with all of his competency he required the services of another human being and was dependent upon that person for many, many things in daily living. The blind person, and in this instance we are speaking almost entirely of the totally blind person, must depend on his neighbor for many things. Assuming an attitude which repels others and which deprives the individual of much needed cooperation, simply encourages the blind person to try to live an almost impossible existence. Some persons interpret the word independence to be synonymous with freedom of thought, freedom of action, freedom of behaviour, and so on, and they resent any effort to curb their interpretation of freedom. Actually there is no such thing as absolute freedom in a social order. Freedom and license, liberty to do as you please, to behave as a savage might behave in a primeval situation is not compatible with present day living. Freedom of action, freedom of thought is achieved in modern society under controlled conditions. There is no freedom without control. This may seem to be paradox but we must face the facts of life. It seems to many of us that a person after loss of sight is doing very well indeed, and that we are doing very well for that person if we can develop the individual to the point where that person achieves the same standard of self sufficiency as that person would achieve if sighted or, would have maintained if sight had not been lost. Sighted persons are dependent on each other and give no thought at all to their dependencies for various social, community and personal services. An individual after blindness should not attempt or hope to achieve as a first objective, a higher degree of self-sufficiency than he would have had if sighted. On the other hand, handicaps frequently bring to the surface many latent abilities and qualities that would otherwise not have been developed. We might also assume there are many instances in which we can assist the person to achieve a higher degree of self-sufficiency through increased earnings and a higher level work career, than that same person would have achieved without the incentive of a handicap.

In such cases, we have enabled the person to properly capitalize on his condition and to achieve a higher degree of independency

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than would have been achieved under normal conditions. Certainly the first objective should be the achievement of the same standard as that person would have if sighted, and we should not be discouraged if we do not exceed it.

I believe a precept is defined as a maxim for living, or precepts are the basic principles of philosophy that a person may use to justify his daily actions. It is the basis upon which we rationalize our deeds and our relationships with others. I have asked a number of economically self sufficient blind persons who are achieving a reasonable success in their competitive careers, as to their precepts for living and what are the principles that enable them to continue as they do. They have said to me, "I try to live like a sighted person". That statement assumes that the person understands the precepts that sighted persons in their same social level must observe and, judging from some of the results, I am not so sure they always imply the standard that they think they are applying. I believe it is necessary for us to remember that the entire sighted population does not observe the same standards of achievement. Persons who work in production industry in a factory area have one set of principles, maxims or precepts, persons who are engaged in professional careers, engineers, college professors, attorneys, doctors have another set of standards or precepts for living. Farmers have a different set of standards than people who live in the city, and the person who has descended to skid row certainly has different standards than does the person who refuses to become a resident of skid row.

When we say "I live as a sighted person", we must also accept the fact that we are trying to live by the same standards and measure our results on the same basis as sighted persons in the same intellectual, social and economic level, and that again becomes the first objective in our development of a blinded adult.

Here again, we must bear in mind that we will probably never develop the average person who is normally a laborer to accept and live by the same standards and achieve the same degree of self sufficiency as we might expect from a person in the professional fields who has ability to analyze and develop a philosophy and carry it through. Sighted persons can coast with the stream of life most of the time and no one criticizes them. A blind person, or any person with an obvious physical impairment that always arouses emotional reaction from an observer, finds himself constantly swimming up stream against the current of public opinion and the standards that a sighted public imposes upon blind persons.

Therefore it seems that there are a few precepts we must consider in addition to the precepts that our sighted social companions observe and live by. Some of the precepts which occur to me and that are not necessarily all of the precepts are the following:

1. We must accept the fact that we are blind:

We must accept blindness as a fact and recognize that it cannot be hidden, that it cannot be changed by any rebellion we may have against the condition. I have seen many persons who have gone on for years waking up each morning and hoping to see before the end of the day, retiring at night discouraged and bitter because they have not regained their sight. They are the product of a kindly disposed physician who has told them that perhaps some day they will regain sight and they should not be discouraged. And so they cling to hope and experience two disappointments every day, seven hundred and thirty a year, because they have not accepted the condition as a permanent thing and never get down to rock bottom with themselves. Until we do accept the situation and work with it, we will not eliminate rebellion, antagonism and resentment.

So our first precept that our sighted friends do not have to consider, is that of accepting a condition over which we have no control whatsoever, against which there is no appeal when it is finally determined that we are going to be a blind person.

The word blind in so many people's minds seems to bring an emotional reaction that is decidedly unfortunate. We shy away from it as though it were something that we should avoid. The word blind describes the situation, let's accept it, let's eliminate resentment and rebellion and then build a first foundation stone in our new lives.

2. We must accept the limitations:

I have heard people say very glibly that

"a blind person can do anything a sighted person can do"—this is obviously false. Such a statement discredits all of our educational effort to establish a good basic relationship with our world. A blind person cannot read a daily newspaper unless he has a sense of touch so highly developed that it is almost uncanny, and they are very few such persons. A blind person cannot drive a car in present day traffic, fly a plane and so on and so on, and there are many things, many activities in this sighted world that are based upon the person having the facility or convenience called sight.

Any unqualified general statement such as I have just made—that a blind person can do anything a sighted person can do is erroneous on the face of it and it destroys the acceptance of the facts concerning our associates.

A person without sight can do as many different things as that same person would have time to do if sighted—at the same age and same degree of health. That is a little different approach to the subject and it is one that we can support.

There are very few instances where two sighted people have identical ability and engage in exactly the same activities every minute of the day, week, month, year and lifetime. Two or more sighted persons have different sets of activities. Each has a limited number of interests and they do not duplicate each other. If we, after the loss of sight, do as many different things as our average sighted neighbor, what difference does it make whether or not we exactly duplicate the activities of each of our sighted neighbors. But we must accept intelligently and without resentment the basic fact that there are limitations. For that matter there are limitations for the individual who is 50 pounds over-weight. There are limitations imposed on every person when age accumulates and certainly a person of 70 does not engage in the same activities as does that person at 20.

And so, we too, must face the facts graciously, that our limitations are brought on rather quickly sometimes because sight is often lost more rapidly than we accumulate excess poundage or old age. The limitations are there, and we must accept those limitations and work with them intelligently and smoothly, and when we do this, we find that life again can be lived wholesomely.

3. Don't be ashamed of blindness.

After all the loss of sight is not a brand or a tag imposed by society because we have committed some crime. So many persons refuse to wear shaded glasses, and/or carry a cane, because somebody said to them, "Your eyes do not look as if you were blind, you get about so well that no one would know you are blind". There is a feeling that it is a disgrace to be blind. That is a reaction that is detrimental to the person. So far as I am concerned I wear shaded glasses and I carry a cane, I have never yet been able to fool anybody into believing that I was sighted when I walk down the street. I would rather look my acquaintances squarely in the face, have them realize that I am blind and then make them forget it because of a meeting of the minds in a discussion of subjects of mutual interests than I would to have them wonder what is the matter with me and perhaps many times wonder whether I am drunk or blind. I would rather be considered blind. Maybe the cure for this reaction is to be found in the idea that we shall be proud of blindness. Perhaps this shocks some of you a little—the idea that we should be proud of blindness.

Perhaps you would prefer to say "be proud of the things you achieve without sight". If you walk down the street and get off the sidewalk in 50 feet, be proud of the fact that you walked those 50 feet, and, if you hit the telephone pole, be proud of the fact that you hit it, and found it, and next time you go by you will know where it is. Be proud of your achievements whether you do a good job or a poor one. If you do a poor job, do a good job of doing a poor job. Does that seem inconsistent? At least be proud of the fact that if you make a mess of something, you make a good mess of it. But of course, we constantly strive to do a good job in our work, in our relationship with others, that about which we can be proud. And so instead of being ashamed of blindness, wear it as a badge which challenges you and the world.

To go back to the dictionary for a moment, you will find that one of the definitions of the word handicapped is, that it is

an extra burden placed upon a superior contender to equalize a contest. In every competition in life a superior contender is given a handicap. He must run an extra five yards, carry an extra load, do something which the ordinary competitor does not have to do. He accepts his handicap in order that the competition may be interesting at the finish line. And so, if whatever Gods there are in whom you may believe, have seen fit to give you and me a little extra handicap in the form of blindness, let's approach it as a challenge to a good competitor, and let's be good sports all of the time.

4. Express appreciation graciously for any service which you receive.

Some of these days in crossing a busy street your temporary guide may bump your shins into the projecting bumper of a car. Thank your good samaritan neighbor for taking you across the street and don't complain about the bump on your shins. I thank people when they bump me into a guide wire or a telephone pole. They did not see it and of course I did not see it either, but I do not call them down or swear at them because I happened to bump into the wire. It is my responsibility to keep out of the way of the wires and the poles and so on, and if I failed to thank my neighbor, unknown though he or she may be, my failure to thank them for the assistance they rendered may leave you standing on a cold corner some day when you want some help. No matter whether the help is needed or not, express appreciation in a gracious manner and you will find that you have made a friend who will help you on another day, and do so more constructively and intelligently, and who will also help another blind neighbor who is unknown to you and whom you may never know. Cooperation is a two-way street, let's remember that. Of course, our sighted friends must remember that also, but it is more important for you and me to remember it because, if our sighted friends do not cooperate with each other somebody tells them about it, but we must constantly remember if we want the other fellow to be congenial with us, we must be congenial with him. If somebody takes you across the street and is thus extending friendliness to you give friendliness in return, even though you may only talk about the weather, time of day, the condition of traffic, or anything of common uncontroversial interest, and you will find that if you remember to give in return for what you get, that the results will be cumulative beyond your dreams.

5. Blindness is no excuse for failure through life.

We may change our entire occupation or vocation as a result of blindness for it is conceivable that we may have been in an occupation in which sight is an absolute essential and therefore after the loss of sight we have to change completely. But whatever change we make in our vocation, blindness or sight is no excuse for failure or for not being successful. We must accept this basic principle if we are going to avoid passing the buck for our failures to a physical condition which after all should not affect and actually does not affect the mentality, the basic skill and ability of the individual. If we use blindness as an excuse and hide behind it as a smoke screen we will never achieve our success in any activity no matter how small it is.

6. Remember that we are all on display all of the time.

A blind person lives as much in a glass house, as much in a show window as does any display in the most conspicuous department store window in any community. It is impossible to hide your personality or hide yourself, regardless of how large the city may be, after the loss of sight. The only way that a blind person can live with reasonable inconspicuousness as a member of society is to live somewhere in the back woods where perhaps you might have one visitor in a year. If you live in the center of things, and blind persons need to live in the center of things, where there are many people and many activities, and many opportunities for expression of their abilities, many opportunities to receive the cooperation of others in daily living, you must remember that you are on display, and everything you do is in a spot light.

We must behave accordingly because we influence the reactions of all the observers to other blind persons as well as to ourselves. If we behave in an acceptable manner to our

neighbors, they will assist other blind persons when that assistance is necessary. If we behave in an unacceptable manner, we deprive other unknown blind persons from much needed cooperation on the part of their neighbors. In this particular point of view or particular precept, we must also remember that we influence the lives of people all over the country.

There are no geographical water tight boundaries when it comes to blindness. As we behave in New York we will influence the treatment received by blind people in California, or in Minnesota we influence the treatment received from sighted persons in Florida, Mexico, South America, Asia, Europe and so on, for there are no geographical boundaries—let's never forget it.

7. Adjustment never ends.

There are people in this day and age who promote the idea that adjustment training, is a package of some kind or so many pills in a bottle that can be given to a blind person and after the dosage is completed all their adjustment problems are at an end. The fact of the matter is that our sighted friends, who are at all thoughtful, will admit that their adjustment never ends. They are constantly adjusting their point of view, adjusting their habits, adjusting their behaviour so that it will conform and harmonize with the social group in the work condition in which they find themselves.

Blindness seems to shut in the individual and destroys our ability to copy by observation. Therefore, it is an easy matter to develop habits, physical or mental or social that are out of step with our immediate environment and we must have friends and associates who will keep us straightened out. A sighted person does something that is not acceptable and somebody tells him about it in a hurry and they tell him about it either in so many words or by action or by the way they treat him. If the sighted person is at all alert to his environment and his relationship to others, he will take stock of the situation and correct it. Blind persons are denied the privilege of the constructive critical treatment of their neighbors and friends. Therefore the individual must be constantly on the alert, constantly checking with his neighbors and with his friends as to his behaviour, he must remember that there is nothing permanent but change and just as other conditions are changing the requirements for social behaviour are changing and therefore adjustment cannot be a finished package and something that has a terminal point, it ends only at the grave.

8. Pay for everything you receive in life from your neighbors and your community.

What does that mean? There are many services that everybody receives from his friends for which you cannot pay in money and if you try to pay your friends in money, you would lose your friends, because everybody likes to give his neighbor friendliness and services of one kind or another. But if a blind person is always on the receiving end, and never on the giving end, then the flow of services and friendliness and all that goes with it to make life worth while, ceases. Friendliness is very much like our water system. The water has to be evaporated to get up into the clouds before we can have the rain, and if we don't get the rain, we will not have the plants, and we will not have the rivers from which the water can be evaporated to go back up there again and life is very much the same way. So many blind persons find themselves isolated and they become bitter because they have failed to pay along the way for the services that have received from their neighbors. All persons are neighbors and friends and there are no strangers in the life of a blind person.

I rather like the definition of a stranger that I heard in a Western State. Then a local person said to me "A stranger is simply a friend that we have not had the pleasure of meeting before," and to us blind folks, everyone is a friend within that definition. We must reciprocate with friendliness, we must pay for what we get in the same kind of coin in which we receive it. Otherwise life will become very drab indeed. Constantly check with the sighted standards of the community and of your friends. If you do something regardless of what it is, it must be on a par with the similar activities of your sighted friends.

If you make something it should bring the same price for the same quality of workmanship, same schedule of delivery, etc. as your sighted competitors would expect and if you

expect to sell your skills, your personality your products in any way on a basis of blindness or if they should buy it because it was made by a blind person, then we are doomed to disappointment.

It is necessary to be constantly striving for factual straightforward evaluations in comparing our work and our activities and our behaviour with those of our sighted associates, so that we will harmonize and be inconspicuous with them. People will buy a little of our personality, or our products on a sympathy basis but that consumption is extremely small and the market is not large.

9. Work harder than you would work if you were sighted.

The psychologists tell us that it takes more energy for a blind person to find a salt shaker on the table and to use it than it does for a sighted person. Some of them seem to have measured that amount of energy consumption and although there is not very much talk about it, the fact of the matter is that a blind person cannot afford a failure in anything in which he participates. A sighted person can fail in an activity and no one else suffers because of that failure except the individual and those depending on him. But when a blind person fails in an activity other blind persons are denied opportunity because of this failure. So we must work harder, we must work more intently, we must not be satisfied with anything but a good result, not a good result on a basis of "that is good enough for a blind person," but is it a good result for anyone? If it is not, then we cannot be satisfied with it and the world will not longer accept the results. We must make up our minds that we are going to work longer hours, without additional compensation, we are going to work more intensely, we are going to work in a more concentrated fashion than we would if sighted and we are going to do it without grumbling, without any resentment. Make your sighted friends and associates your supervisors and make them supervise you all of the time, particularly concerning your personal habits, your social point of view, your perspective. Constantly check on these things.

I present these hypothetical cases in which I am personally concerned to absolute strangers that I may meet on the street corner, hotel, bus, train; sometimes they are people that I know very well. I keep myself out of the case. I want their reaction as to how people are supposed to behave under circumstances and conditions. Thus I get the benefit of a rather objective type of opinion as a guide to myself and I try to adopt these standards to the best of my ability. Thus, my sighted neighbors known, or unknown, are my supervisors all of the time whether they know it or not. I find it good business to present hypothetical cases to sighted persons for whose judgment I have respect and admiration.

10. Eliminate fear.

Adopt and use whatever religious philosophy will enable you to do just that, to achieve that result. Apparently man has not yet found any method of eliminating fear from his consciousness except through some religious belief. It does not matter about the name on the church door or on any label that may be attached to the philosophy, certainly fear must be destroyed. This does not mean, as I have seen some blind persons interpret it, that a white cane is a protecting device that will stop all traffic regardless of conditions and that they do not need to use judgment because they carry a white cane.

Whatever God you believe in has given you judgment but you cannot worship that God and believe in him, and at the same time worship fear because the two are opposites.

Many people, particularly blind people, approach persons in positions of responsibility with fear and trembling. A person in a responsible job is not one of whom you should be afraid. That person, if he merits his responsibility, understands human nature and understands people. Fear on the street is unnecessary. If you are dominated by fear you will not be able to move a foot, it paralyzes your thinking and your action.

There is a story involving fear and judgment that may interest you. A blind man was standing on the corner when a kindly voiced old lady stepped up to him and said, "Now my good man, you may cross the street, God will take care of you." He turned to her and said, "Yes Ma'am, I know that God will take care of me and you know that

God will take care of me, but do the truck drivers know?"

The elimination of fear from your daily living does not mean the replacement of judgment and common sense with foolhardiness. How are we going to bring about the inculcation of these and other precepts that must occur to you and place them in the minds and consciousness of a blind person so that they are available, without effort, without thought, and so that they form an automatic pattern of living for the individual?

In the instance of blind children it is obviously the responsibility of the parents and the teachers and staff of schools for the blind to insert practical precepts and philosophies into the consciousness of the child. For the pre-school child, it is the parents' responsibility and it would seem that these parents should be given some rather intensive training perhaps at least once a year concerning these matters, and, from all I have to observe, that training should continue with these parents until the child has reached adult life.

The time has come when administrators in schools for the blind must recognize the fact that they take the place of the parents for nine or ten months of the year for every blind child until it goes forth to adult life. Since the schools have this responsibility whether they recognize it or not, it would seem necessary that every member of the school staff be trained in the art of carrying out the responsibilities of a parent, and inculcating into the mind the consciousness of the child, the type of practical philosophy that will enable that child to go forth into a sighted world as an acceptable member of society. A blind man with whom I was associated in Ohio some 30 years ago had one of the most charming personalities and one of the best social prospectives it had been my pleasure to observe.

One day I asked this young man about his early life, he said that his mother insisted on him carrying his full share of responsibility in the family in the same manner and to the same degree as did his sighted brothers and sisters. He was expected to cut the firewood, carry in coal; they did not have city water and he was expected to pump his share of water, to wash dishes, to help with the housework, to help with the yard and the garden and as soon as he was old enough to do any work, he went out and carried a paper route.

He was totally blind, but he was expecteu to earn money to help support his widowed mother the same way as did his sighted brothers and sisters. That explained to me the reason for his social acceptability by a sighted community of 200,000 people and his ability to secure business in piano tuning when others said there was no business to be had.

Fortunately, approximately 95% of our blind people lose their sight in adult life and it should not be difficult for a blinded adult to remember the social standard of his particular social group. However, most of us find it difficult to keep in step because we are constantly surrounded by platitudes and false evaluations based on charity and compassion.

Therefore it becomes the responsibility of the agencies for the adult blind to have staff members, at least one in each organization, who is particularly trained and skilled in the business of correcting the distortion that creeps into the lives of blind adult persons. It is impossible of course, for every agency to train every staff member but we should have at least one person in each agency, whose major responsibility is that of providing necessary continuous adjustment supervision to our blind friends. And then, in the larger agencies or where there are more than two or three members of the staff, the entire staff should be alerted to constantly provide this type of training, supervision, friendly service. It makes all the difference in the world between successful blind persons and unsuccessful ones. It is the responsibility of the agencies for the blind to do this job if they are going to approximate the reaching of adequate goals for the people we are supposed to serve. The extra precepts that make the difference between acceptable blind persons in our group and in society, and the non-acceptable must be so much a part of the individual that they automatically come to his aid without thought and without effort.

They are as much a part of his daily living motivation as are the habits of eating, sleeping. Philosophy of living is not developed

through any one experience. It is an accumulation of experiences that make up the whole pattern of life for any one of us and it is the understanding of these experiences and the fitting of them together that enables persons to be either good or bad, to achieve or not to achieve his maximum level of self sufficiency.

If a blind person is permitted to hide behind a smoke screen of blindness and become a mental hermit, if he is allowed to think, to live, and to act as a blind person according to some of our sighted friends' conception of things, if he is permitted to excuse all inactivities and all offensive activity on the basis that he is blind, then we have a person who constantly increases his dependency because he never receives the necessary cooperation from his neighbors to achieve any reasonable standard of independence.

A blind person must fit into his community and into his daily life without friction and his conduct, his mental processes, his standards must be such that people forget the person is blind. The man of the house should receive requests from his wife to make home repairs, to look after the youngsters, to go on an errand with the same quickness and alertness as she would request it of him if he were sighted.

A blind woman should expect to perform home duties in the same manner as though she were sighted. Of course, we are not going to discuss the subject of domestic relations.

We might summarize the result of this entire philosophy with a brief statement as follows. A neighbor says "Oh, do you know John Smith? He is a good neighbor and a fine guy, Oh, yes, I almost forgot, he is blind".

CAN WE GET ANY LIGHT ON THE PROBLEM OF THE INDEPENDENCE OF BLIND PEOPLE FROM THE EXPERIENCES OF OTHER HANDICAPPED GROUPS?

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In trying to decide a way in which I might approach the topic which was assigned to me I chanced to pick up a copy of Chevigney's "My Eyes Have A Cold Nose." The first chapter is entitled "The Roads We Take." In glancing through it I was reminded of a poem I once read about two knights who approached a statue in the middle of the road from opposite sides. The one approaching from the left said the statue was gold. The other approaching from the right said that it was silver. A battle ensued, in the course of which the man who had been on the right came up on the left side of the statue and the man on the left came up on the right. Both men then looked up at the statue and saw that both had been right, for the statue on one side was painted gold and on the other side silver. I think that the situation of drawing analogies from work with other disables groups for work with the blind is fraught with similar peril. However, battle as we may among ourselves, we must come to the conclusion that we are dealing with people who have a chronic disability, whose disability is severe, whose disability places great handicaps upon them who yet have great residual capacities and who need attention over a long period of time. It is with this in mind then that I feel that experience with other disabled groups *can* throw some light on the problem of the independence of the blind. I trust, therefore, that in my further remarks you will see some of the parallels between work with the blind and work with other disabled groups.

Work with other disabled groups has shown us that we can make most disabled persons independent to a degree, the degree to which they can be made independent depending upon a variety of factors, some of which I will discuss later. When I say independent, I am speaking in terms not only of ability to care for oneself but also to make one's own decisions and to be independent of services and agencies. As an illustration of what I mean, the paraplegic individual can be brought to the point not only of ability

to ambulate with braces and crutches and take care of his personal needs but also to remain physically and emotionally free of medical centers or rehabilitation agencies. We grant that all are not capable of independence to the same degree and some, while capable of self care, never get to the point of being independent of agencies in the field. The latter, however, are comparatively few.

We have also learned that it is *training* and not the passage of time which is the answer to independence among other disability groups. We do not wait for *nature* to take care of the individual. Rather, definite effort is made to teach skills, skills which are functional in terms of the individual's ability to meet the demands of daily living. So it is that the deaf individual learns techniques of communication, whether by signs, by speech reading or both. The most formalized approach to this training is seen among orthopedically impaired, where lists of so-called activities of daily living have been drawn up and constitute the training program which these clients undertake. These activities are listed in specific terms, such as shaving, ability to get in or out of bed, to get in or out of a wheelchair, or go to the toilet. It is felt by most that this identifiable list is part of the answer to overcoming limitations placed on one by a disability. We would conclude, therefore, that skill training is essential in bringing about independence in other disabled groups.

It has been found, however, that the extent of success in learning these skills is determined far less by the extent of disability than by the way in which the individual adjusts to his disability. It is axiomatic that no two individuals are alike whether they be individuals with paraplegia, with an amputation of the arm, with a hearing loss, or, I might add, with a visual defect. One individual does well, the other may do poorly though the disability is exactly the same. The answer that many have found lies in motivation. Those who do poorly are motivated, but motivated in the wrong direction —at least in the wrong direction as far as we are concerned. Those who do well are motivated positively, that is, motivated in the direction that we think they should be going. We must recognize the fact that, for some, disability and the accompanying dependency that it may bring may be very decided assets. As a simple illustration, think of the father who has worked hard all his life, whose children never paid much attention to him, whose wife was always away playing mah-jong, who suddenly has a stroke and is in the hospital at death's door. The wife gave up her game. The children came to see him for the first time in years and the world seems to revolve about him. If this client felt a great need for dependence, his disability would then become an asset and he would have no good reason for wanting to overcome the handicaps placed upon him. I am sure that all of you have seen at least a few cases of this type.

Experience with other disabled groups has shown, therefore, that positive adjustment patterns are related to success in rehabilitation. You may think that another illustration of this is rather far-fetched but it has been shown that certain adjustment patterns revealed by the Rorschach predict very well who will be an efficient user of an artificial leg. Harris, in a study of tuberculous individuals, has shown also that good adjustment patterns are much more frequent among *rehabilitation* cases than those who *died* of their tuberculosis. All of you no doubt are aware of your own feelings that a well motivated individual presents little problem in counseling and less in rehabilitation.

On the other hand it would probably be too much to expect all of the disabled individuals to be well adjusted and well motivated. Once again experience with other disabled groups throws some light on this situation. It has been found that disabled individuals with neurotic guilt feelings, those who have the need for punishment for some wrong, real or imagined, and who suffer a consequent disablement, these individuals make excellent rehabilitation cases. It is a feeling, as a matter of fact, that a certain amount of depression and consequent personality reorganization is necessary before you can hope to rehabilitate a disabled person. Along these lines I recall discussing this matter with Dr. Cholden and it is his feeling that the same process must take place with blind individuals before you can hope for their re-adjustment.

Underlining the above thought, therefore, is the concept of acceptance of disability. I

think that all of you would be interested in studying the fine presentation of this topic by Morris Grayson in a 1951 issue of the Journal of the American Medical Association. It is his concept that the disabled individual must accept himself *first* and then integrate himself socially whether society is disorganized or not. In other words, basic to rehabilitation is the acceptance by the individual of his disability and an adjustment later to the world about him, rather than the concept that society must adjust itself to the disabled person. This presents a responsibility for the achievement of independence on the disabled person and makes him the primary focus rather than solely on society.

Concomitant with this is the finding that the attitude of the client reflects that of those who work with him. This is a familiar finding among all individuals; that is, if our surroundings are pleasant, we are pleasant; if our surroundings are glum, we are usually glum. Important to our present consideration, however, is the fact that the extent to which those working with the disabled accept the idea intellectually and emotionally that disabled people can be independent conditions the amount of progress that we will make. We must recognize the fact that *some of us emotionally need our clients.* We need to have people dependent upon us, even though we may mouth words regarding rehabilitation. We find, therefore, in working with other disabled groups, that the attitudes of the physician, or the social worker, or the counselor, or the placement specialist, and their confidence in their ability to make disabled persons independent is an important conditioning agent in their success.

This then brings me to the last point that I would make with reference to the experience with other disabled groups. I have indicated that we can make most disabled persons independent to a degree. This is not a process which takes place over night. Rather, it is a *developmental* process, which takes place over a period of time. Some never reach maturity (independence) and this is true not only of disabled persons but of non-disabled as well. We have heard the old adage, "tied to Mother's apron strings." On the other hand, most individuals grow to the point that they are able emotionally, if not physically, to be independent, are able to live in the home physically but be emotionally independent, and though they need certain services provided by an agency periodically, are emotionally independent of the agency. It appears to me that the process of developing independence on the part of disabled persons involves from an agency point of view case closing at the psychological moment and from this point of view most cases can be closed.

I trust that these few remarks will indicate that "the roads we take" are not roads going in opposite directions but are roads which parallel one another and cross at many points of the journey.

WHAT CAN BE DONE TO FURTHER THE INDEPENDENCE OF BLIND PEOPLE IN THE DEMANDS OF DAILY LIVING?

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The success and happiness of the blind person depends in a large measure upon how adequately he meets and conquers the demands of his daily life. These demands are certainly going to vary from individual to individual and seldom will the Agency which is attempting to prepare an individual to continue successful living, find the same set of needs in any two people, whether it be an Agency for the adult blind or a school for the blind.

I am of the opinion that we in Schools for the Blind must constantly face the fact that it is easier to do many, many things for the pupil than it is to teach the pupil to do them successfully for himself. Nevertheless, most all schools are now in the process of developing programs of efficient living or have for the past few years been carrying on such a program. The programs may have various names, be conducted according to many patterns, and aim at quite a variety of problems in the different schools. Be that as it may, the programs are designed to make

the blind person more independent in his daily living.

One of the greatest assets to independence of living by a blind person seems to me to be the mental attitude with which he faces life. Too many, both juveniles and adults, develop a defeatist outlook which precludes any independence of thought or action. Therefore, it behooves adult training centers, home teachers and schools to begin early and carry through to a successful culmination if at all possible, every effort to produce an attitude of accomplishment in every blind individual.

What are some aspects of daily living which are important to the independence of blind people?

Travel is all important to the average successful individual. If he is unable to go about his daily environment without constant aid, his academic and/or, vocational education are worth little to him and he may have been happier to have had little education if he cannot successfully travel to and from his work and in fact, travel anywhere daily living may call for him to travel. Therefore, in my opinion, the development of efficient travel ability is one of the basic responsibilities of any training institution. There are those individuals in any society who cannot succeed in many areas. This is as true regarding travel for a blind person. Some may require companion guide service, others may find a guide dog suitable to their travel conditions. Others will travel competently with the aid of a cane and some few will not require any aid, even though safety and other factors would dictate that a cane at least be carried when traveling alone. This travel program cannot begin too early in schools, and should be a very important component of the program of the adult training centers.

Much has been done for boys and girls and men and women to explore and develop vocations, trades, and professions. But, I am wondering if we are doing all possible to produce efficient home makers. I believe that all young men should be taught to do the many and varied tasks around the house that the average man does in his home. The same should be done for the adult, to as great an extent as possible, sometime during his retaining program. Even more strongly, I feel that girls should be given every aid in becoming efficient housekeepers. We have taught Home Economics, but often on a project method which to my mind is somewhat superficial and inadequate. I believe girls should have training in a home situation which will duplicate as closely as possible the various conditions which will exist in their future homes. This training should include all phases of homemaking, not just sewing and cooking. Also, I think much can be done by adult agencies to retrain the newly blinded adult to continue doing most everything she did before blindness befell her.

The past hundred years has seen much progress in the efforts to free the blind from dependence on the sighted in scholastic attainments, and recreational reading. Louis Braille started a chain of action which has brought a great deal of the World's literature to the blind. The talking book, radio and television has increased the coverage. An additional, unlimited step will be taken when and if one of the scanning devises, now being developed, is perfected so as to enable the blind to read the printed page. It may perhaps be many years before such is accomplished, but such accomplishment will no doubt be a tremendous step in furthering the independence of the blind, just as the typewriter was a tremendous boon in opening avenues for the blind. Since several organizations are actively engaged in research to this end, we may see a successful instrument developed fairly soon.

The demands of daily living are many and varied and if the blind person is to meet them successfully, he must be prepared by adequate teaching. The congenitally blind faces the great problem of not learning by spontaneous imitation, but must have word pictures and object demonstrations of the patterns followed by the sighted world in conquering the problems met in day to day living. I believe the teacher of blind children can, if sufficiently aware of the great need, prepare the youngster to live a much happier and fuller life by attempting to develop a sense of responsibility, independence of thought and action, an awareness of social customs and a strong determination that the desired end can be accomplished with the right mental attitude. This developing of responsibility, initative and determination we find to be one of the most difficult problems

facing educators. Much of this problem is intangible, difficult to develop and even more difficult to gauge, as to progress. However, the possession of these qualities will I believe, stimulate the person to be independent to as great a degree as possible in his daily life.

Every agency can perhaps help to produce independence by stimulating and requiring positiveness of action on the part of our clients or pupils. It is so easy for the blind youngster or adult to develop "rocking-chair-itis" if he is not stimulated, either by his own drive and desires or by the skillful handling of an agency. I have observed high school seniors going out of school, far more sure of their goal and better equipped to succeed by virture of having been required by an adult agency to take positive steps to help produce their immediate goal, rather than having had plans made for them by the school or adult agency, or a ready made job handed to them without any effort whatsoever on their part. When these people are required to help attain their immediate goal by assuming some responsibility, I believe it will invariably further their independence of daily living in later life.

In conclusion, the independence of blind people in daily living can be furthered by any and all agencies, whether training institutions, employment organizations, or welfare groups, if an enlightened positive approach to the problems of the individual is followed.

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

* M. ROBERT BARNETT, Executive Director

Again, I find that another year has passed and that because of that fact I again have the responsibility of reporting to the American Association of Workers for the Blind the activities of the American Foundation for the Blind. This is not just a responsibility. It is also a cherished privilege which we are happy to think of as a traditional part of this great Association's annual convention.

Following our custom of the past two or three years, we again feel that it is unnecessary to attempt to hold your attention during this morning's session with the recital of many dry statistics, even though those statistics—if you could absorb them from this quick presentation—would show a remarkable level of activity in an equally remarkable variety of directions. It is my impression that you would prefer to hear an activity report which reflects more of the larger trends and major accomplishments which cannot help but have in time an effect upon the conduct of your own local programs.

It also is my impression that it is often necessary to repeat a basic definition of the American Foundation for the Blind itself. Each year there are growing numbers of new personnel joining the staffs of local agencies and institutions, and it is necessary that they should have a clear understanding of this agency which I represent. For the ones who have been in work for the blind for many years, it is necessary to repeat basic definitions in order that a clear understanding can be maintained of the reasons for Foundation activity. You will recall that this agency—which now has grown to a personnel strength of about 150 people—had its beginnings thirty years ago as a result of an expression of need for a national clearinghouse that would engage in research for the benefit of all local agencies for the blind. This expression of need came from this very Association, an Association whose members had become conscious of the fact that without a coordinating influence in the professional and technical areas of development, their local agency programs often would waste time in a trial and error approach to problems which often may already have been solved. They realized too that there were many areas of research which should be approached on a national basis, and in the case of most local agencies for the blind, this type of activity is limited by either financial or policy considerations.

While the Foundation today is looked upon differently by different specialized groups, it actually still attempts to fill the basic definition of a research and information service. Only a very small percentage of its activities

* Visually Handicapped.

are those which emanate only from the Foundation and which return only to the Foundation. By far, the preponderance of our work is that kind which makes available to you—if you want it—information through consultation or literature which helps to guide you in your own work. Financially, you know that we are privately endowed, that we receive a substantial total sum per year from public donations, and a substantial sum from the non-profit sale of manufactured, adapted or printed articles of direct or indirect value to blind people. You also know that the American Foundation for the Blind is not an agency which purports to evaluate other programs for the blind for the benefit of advising the public at large with respect to their support of those programs. We are an evaluating agency in one very definite sense—we are equipped to evaluate any program when requested to do so by those who have the authority and responsibility to make such a request. You know, that we do not have any administrative control over any other agency for the blind, except for a strong sisterhood with the American Foundation for Overseas Blind, Inc., of which I also am the Executive Director.

Many of you may feel that the Foundation is primarily a promotional activity. In a sense that definition also is true. As a result of surveys or other research into the problems of blindness—both the problems of individuals and of communities—the American Foundation for the Blind does consider it its responsibility to promote facilities which would, we hope, tend to alleviate those problems. We are, therefore, constantly advising national and state legislative boards and local administrative authorities in charge of education, social services, public assistance, vocational rehabilitation or any other phase of service to the blind which needs attention.

The Foundation operates on a fiscal year of from July 1 to June 30. A few days ago, the operating budget for the year just started was approved. It included among other things provision for the expansion of our professional staff, our technical research department, our public relations and public education program, and our various programs for the development of professional personnel through institutes and university courses. It, of course, provides for the continuation of all of our present staff of consultants and researchers, for the continued development of our professional research library, and for the publication of our several periodicals. It also provides for the continuation of our new high-level production of Talking Book records and for business-like production of the experimental plastic record which is becoming more popular as a supplement to the Talking Book.

The budget under which we are embarking this year does not provide sufficient money to do many things which you and we would consider as essential. However, the Board of Trustees and the Executive Director feel that it is their responsibility to continue a policy that will keep the Foundation financially stable so that it will be preserved for many years to do the most essential service it can. We have to be the final judge of what our funds will permit in any one year. A vital project which cannot be attempted now is in the master plan for an attack by perhaps next year or the year following. In the meantime, we are re-examining all of our departments in a constant effort to eliminate those activities which are consuming funds and which may not now be as essential as they were when they were begun.

Now to as brief a recital as possible on some of the specific activities of the American Foundation for the Blind.

In the past year the professional staff of the American Foundation for the Blind has been increased to include a Consultant in Education in the preschool area and a Director of Research Planning. There are still three vacancies—Consultant in Home Teaching, Consultant in Vocational Rehabilitation and Consultant in Community Planning.

The work of the professional staff has increased considerably due to new areas covered by increase in staff with its consequent increase in demands from the field. It is still our policy to determine the type and extent of our services in conjunction with those offered by governmental agencies in order to prevent duplication and overlapping and yet give the supplementary service necessary to promote the welfare of the blind.

There are several distinct areas in which the Foundation functions on a national level in its professional area of work. I shall touch upon them briefly in this report.

A. Helen Keller: With the positive, personal aid as well as the name of Miss Helen Keller, the Foundation continues the inspirational and promotional type of activity both in the United States and many other parts of the world. While Miss Keller has many convictions and much experience in the professional phases of service to the blind, one might say that the primary definition of her work with the Foundation is that of a behind-the-scenes chief of our public education and public relations activities. These public education and public relations efforts many times are very subtle—so much so that the name of the Foundation itself never appears. We expect during the coming year to greatly expand our public relations department. As we expand, it is our policy and intention as in our professional area, to make this activity of benefits to local agencies and institutions rather than exclusively to the Foundation.

B. National and International Conferences: The Foundation considers it to be one of its functions to call national conferences whenever there seems to be a need to do so. Such conferences in the past include the one on the preschool blind child and, in cooperation with OVR, the one on adjustment centers. This coming year we plan to hold a national conference on the education of the young Negro blind, inviting those educators who have cooperated with us so helpfully these past months in our confidential study of this area of work. The Foundation has also been active, financially, in the promotion of the coming International Conference on the Education of Blind Youth to be held in Amsterdam, Holland this summer.

C. Consultant Services: Our professional staff continues to give consultant service to the various programs for the blind throughout the nation in response to official requests from those in charge at the local level. Our field consultant service has increased at least 25% over last year and most of our consultants are fairly heavily scheduled throughout the balance of this year. It continues to be our policy to respond to requests for statewide consultant or survey service only if the invitation represents a reasonable concurrence of all agencies involved and if the invitation comes from an official body that can speak for this concurrence. Since the Foundation staff is small in numbers, we have found it wise and exceedingly helpful to secure the services of part-time consultants, especially in surveys or studies in which a team approach is desirable.

D. Publication Services: In addition to the publication of its regular periodicals—The Outlook, Braille Book Review, Talking Book Topics, and Touch-and-Go—the Foundation has initiated AFB Publications, which produces pertinent pamphlets, monographs, group reports, suggestion booklets, etc. Copies of each of these AFB Publications are sent free of charge to the *heads* of agencies and schools for the blind to acquaint them with the material. Extra copies are available at cost and individuals may subscribe to the AFB Publications series upon the payment of a $3.00 annual fee.

Another area covered in our publication service is that of evaluating pertinent material that appears in other magazines and, if desirable for circulation as reprints, the Foundation secures the necessary permission and proceeds with making such reprints available for distribution to our field. The Foundation also continues to encourage its staff members to publish articles in journals or magazines other than our own in order to share this kind of thinking with other fields of work. This year the Foundation presents a new edition of the Directory of Activities for the Blind in the United States and Canada and is continuing its work on the second edition of "Books About the Blind" which should be ready for sale during the coming fiscal year.

E. Research: The position of Director of Research Planning was filled in January of 1952 and since that time there has been a steady implementation of our fellowship program and of our consultation service to universities and colleges. Four $1500 fellowships have been granted and five more will be granted during the fiscal year 1952-53. We expect the work of these Fellows to add considerably to the body of scientific data available to our field. In connection with its research program, the Foundation has launched an intensive cost-of-living study in the state of Kansas. This study is proceeding under the direction of our Research Planning Department and with the generous cooperation of local agencies for the blind in Kansas.

We expect to publish the results early in 1953.

F. Library Service: Our special reference library of over 8,000 ink-print items continues to lend its material to those desiring it. The Readers' Advisory Service is available through correspondence or through personal visits to our library. Annotated reading lists are sent upon request and, with the new edition of "Books About the Blind", it will be possible to enrich this service through the addition of several thousand new items treating of the blind and work for the blind.

G. Professional Training Courses: The Foundation continues to develop its program of professional training courses on a regional planning basis. Such training courses are given for workers or teachers in the areas of the preschool child, the deaf-blind child, industrial work with the deaf-blind, and home teaching. Courses in each are *not* given each year. This summer the American Foundation for the Blind is cooperating with San Francisco Teachers College in an intensive Institute for teachers of the school-age blind child. In November of this year the Foundation is sponsoring its first intensive training course for teachers of the preschool blind child, the enrollment in which will be limited in number and also limited to those whose basic professional training is that of child care and development. Plans are already under way for a summer school session in 1953 at George Peabody College and at the Agricultural and Industrial State Teachers College in Tennessee. We are already receiving applications from other universities and colleges for similar courses in 1954 and 1955.

This year, at our request, the president of the A.A.I.B. appointed a national committee of superintendents of schools for the blind to interest themselves especially in the education of deaf-blind children. The Foundation's Consultant in Services for the Deaf-Blind has brought to this meeting comprehensive statistics on deaf-blind children throughout the nation. The Foundation is looking forward to suggestions for procedure in this important area from the superintendents who are faced with the responsibility of educating deaf-blind children in their respective section of the country. We feel that regional planning is necessary and we are anxious to interpret our function in the light of suggestions from the various superintendents.

H. Referral Services: Daily the Foundation receives numerous inquiries from blind individuals throughout the nation requesting information about services available to them. We consider it one of our most important functions to make proper and thorough referral to the appropriate local agencies that can learn to know the individual and his needs and administer to them. While not much space in this report is devoted to this function of the Foundation, it is one of our most important ones and one which we ask our staff to carry out promptly and thoroughly.

I. Consultant Service to Other National Agencies: As a national agency, we are called upon from time to time to render consultant service to other national groups. Currently, the Executive Director of the American Foundation for the Blind is serving on the National Advisory Council of the recently created Institute on Neurological Diseases and Blindness of the United States Public Health Service. An Assistant Director continues to serve as Consultant to the Department of Medicine and Surgery of the United States Veterans Administration in affairs of the blinded veteran. One of our consultants in Education has been appointed by the United States Commissioner of Education to chair the very important Committee dealing with the qualifications and training of teachers of the young blind. Two of our administrative staff serve as advisors to the Board of Directors of the Blinded Veterans Association. We are active at conferences such as the National Conference of Social Work; the International Conference for Exceptional Children, the National Rehabilitation Conference, the World Council for the Blind, and, of course, the AAWB and the AAIB. This year, for the first time in its history, the American Foundation for the Blind will have its own exhibit at the important meeting of the American Academy of Ophthalmology and Otolaryngology.

The foregoing represents a more or less capsularized version of services that keep our small staff exceedingly busy. We welcome suggestions from the field and want you to know that our future planning, especially in the area of professional training courses, will be shaped by your expressed needs.

In the amount of time allotted to us this morning, it is not possible to recite too much more detail. Besides, many of you are members of the Foundation and will be receiving detailed statements as a result of that fact. I do wish, however, to mention briefly the highlights of a few other items in which I think you would be interested.

First, for the sake of the record, I wish to include here a brief recital of the Foundation's legislative activities during the past year. Actually this is a duplication in large part of legislative reports which you will be receiving from your own Association leaders since the Foundation has continued to cooperate closely with your Association in our efforts to improve services to the blind through legislation.

Numerous bills have been introduced in the Congress during the past year, which in one way or another related to programs for the blind. Most of these have not come out of committee and it is unlikely that any action will be taken by the present Congress. There are, however, a few exceptions in connection with which the Foundation has given certain measures active support and in behalf of which the Foundation has worked both within and outside Congress. Worthy of mention are the following:

1. A bill which restores certain mailing privileges for Talking Book machines and other articles for the blind, inadvertently taken away by virtue of the Postal Amendments enacted last year. These privileges are now fully restored.

2. A bill to increase from $125,000 to $250,000 the Federal grant to the American Printing House for the Blind to provide books for students in the residential schools. This bill awaits the President's signature.

3. The O'Toole Bill to extend the Library of Congress Service to the Blind to children. It has passed the House of Representatives and we expect it will pass the Senate.

4. A bill to liberalize the Randolph-Sheppard Act. It is unlikely that this will be acted upon by the present Congress.

5. The bill to establish a National Temporary Advisory Committee to study the overall program of work for the blind. The House Committee is stalling and the bill may not be acted upon by the present Congress.

6. A bill to clarify the $50.00 exemption in determining the resources of an applicant for Aid to the Needy Blind under Title X. As presently administered, this exemption is not allowed when determining the over-all resources of families which include a blind member, when establishing eligibility for grants under other programs such as Old Age Assistance, Aid to Dependent Children and Aid to the Severely Disabled. We have had a bill introduced to correct this situation and it has the support of the Social Security Board. We are confident it will be enacted by the present Congress.

The Foundation predicted about a year and a half ago that its technical research and development program would be reorganized so that it might become an objective but aggressive clearinghouse for all technical development for the blind in America and even elsewhere in the world, with the cooperation of foreign national agencies which have activities in this field. A committee of top-flight scientists have been advising us behind the scenes during that time, and our plans for both an advisory committee and a fully-staffed department of technical research are about completed. I will not be at liberty to make further announcements on this subject until a little later.

Two specific development projects should be mentioned here. The first is the device commonly known as the Electro-Braille Communicator for the deaf-blind. Some weeks ago, we withdrew the existing model from the market, have recalled all units which were in experimental use, and are concentrating currently on an improved and hopefully fool-proof device. Every one of you who has dealt with deaf-blind clients has agreed that it is a device well worth further expense in order to make it available, and with that encouragement we assure you that within a few more months a Communicator should be available. Secondly, we have just announced our plan to make available a Projection-Reader which our Research Department and other advisors have agreed will be one of the greatest boons yet designed for the near blind person. This device, which occupies desk space similar to that of a typewriter, has been found to enable persons with 2/200 vision, who formerly could not even read newspaper headlines, to read print as small as that in a telephone directory. De-

tails will be reaching you through other channels.

In passing, I would like to mention a major item in the past year's history of the American Foundation for Overseas Blind. In March just past, we concluded several weeks' negotiations with the Association for the Chinese Blind by effecting a consolidation of that agency's program for the blind of the Far East with that of the Overseas Foundation. Trustees of both agencies joined in this action unselfishly in the interests of improved foreign service at lower cost, and I think workers for the blind generally will agree that it was a healthy move. In effect, it almost doubles the financial and service size of the Overseas Foundation. As you may know, one of the Overseas Foundation's numerous types of assistance to countries where work for the blind is underdeveloped, is that of rendering consultation in the same manner that the Foundation proper does in the United States. Naturally, we work closely in cooperation with the United States State Department, United Nations, UNESCO, the Mutual Security Agency, and other Government agencies in this country interested in foreign service as well as the governments of foreign countries. In expanding this international service, we often ourselves call upon experts in various fields to do field work as our representatives, and are often in a position to advise the foreign service agencies named above about the recruitment of specialists.

In closing, we would like to note again that during the past year since I reported to you last, work for the blind and the world in general lost a great leader in the sudden passing of my predecessor, Dr. Robert B. Irwin. His life's work is well known to you and there is little need for us to eulogize. We do like to think, however, that his life and work can never be forgotten, because its significance will be repeated over and over again. Perhaps he will have the recognition that another great leader has waited 100 years to receive. Dr. Irwin died almost exactly 100 years after the death of Louis Braille, whom all of us are commemorating in this centennial year. The Foundation is quietly and aggressively assisting in this commemoration, and we regret that our former Foundation director is not now with us to lead in honoring his fellow pioneer.

SUMMARIES OF GROUP MEETINGS

GROUP A

CARL E. OLSEN, Chairman
Manager, Industrial Division, New York Association for the Blind, New York, N. Y.

The first speaker at the Group A meeting was Mr. Allan W. Sherman, Director, Cleveland Society for the Blind, who spoke on the subject "The Workshop in Relation to the Total Program of Service to the Blind". He pointed out the inadequacies of the service to blind people rendered by the workshops of today stating that, although great strides have been made in the past ten or twenty years a much more comprehensive program would be essential in order to provide a maximum in service whether in the workshop field, placement field, or any one of the numerous other activities that should be an integral part of the overall program. He outlined several objective points spelling out, in part at least, the various steps that must be taken in order to achieve anything resembling an overall program for the blind. Coinciding with many of the points contained in Mr. C. C. Kleber's paper which followed he pointed out the essential need of better staffs, equipment, and production methods in order to minimize the inherent handicap of blindness thus enhancing the possibility of the blinded individuals becoming more self-sufficient and better adjusted to normal living.

Mr. C. C. Kleber, Manager of the National Industries for the Blind gave a graphic picture of the workshops on the national level as they were fifteen years ago, as they are today and as they could be tomorrow; pointed up the impetus given work for the blind by the Wagner-O'Day Act. He stated that fifty of the participating workshops that paid a total of $300,000 in annual wages to the blind in 1938 were enabled to increase this figure to three and a half million dollars for the year 1951.

He pointed out that this same group which did a total business of two million dollars in 1938 increased their business to twenty-four million dollars in 1951.

It was his opinion that although the government business that resulted through this Act was largely responsible for this growth, of even greater importance was the confidence that was created in the minds of the workshop managers to explore the field in order to seek out new products that could be advantageously made by blind people and the development of new markets outside of the government's requirements.

He was very emphatic in his conviction that the furtherance of this program would be definitely contingent upon the acceptance of the philosophy that workshops for the blind must operate on a strictly business basis, prepared to engage and pay for competent personnel, to avail themselves of the very latest type of mechanical equipment and above all conduct an adequate and comprehensive sales program. In following these principles Mr. Kleber expressed confidence

in the ability of the workshops to double their business and the wages paid to the blind within the next ten years.

This was followed by discussion from the floor as to whether or not the sub-standard type of blind worker should be an integral part of the workshop program. It was agreed in principle that the segregation would be desirable but that in the case of the smaller shop it might be difficult if not impractical.

GROUP B

* ROBERT R. MOORE, Secretary
Employment Counselor, Iowa Commission for the Blind, Des Moines, Iowa

Section B held its meeting at 2:00 o'clock June 30 in the Crystal Ballroom with Norman Yoder, rehabilitation counselor from Ohio, pinch-hitting for Jack Raithel, employment counselor from Missouri, as chairman.

Four excellent papers outlining the responsibilities of the schools, the counselors, the adjustment centers and employment counselors to the total rehabilitation of the client were presented.

D. W. Overbeay, superintendent of the Iowa School for the Blind, gave a clear and concise picture of the responsibilities of residential schools. He pointed out that the schools must provide for the basic intellectual and social development of the student, but, since no school actually meets all the needs of its youth, the schools alone cannot be expected to prepare the student for optimum employability. This goal, Mr. Overbeay said, can come about only through the cooperation of schools and adult agencies working together. He suggested that such a program start for each student not later than the 9th grade, with the guidance officers of both schools and adult agencies setting up an intelligent program and working together toward the goal of optimum employability and salable skills. Your secretary wants to add at this point that this is not just talk on Mr. Overbeay's part, since he is inaugurating this program at the Iowa school in September.

The responsibilities of counselors were detailed in a paper prepared by Mrs. Lucille Neely, counselor, Bureau for the Blind, Missouri State Division of Welfare, and ably presented in her absence by Mrs. Ann Harford, district supervisor, Missouri Bureau of the Blind. Mrs. Neely pointed out that industrial counselors are asked to sell the blind client to an employer, and that it is the responsibility of the counselor to help the placement man to success by helping him know the product he is selling. To gather this information, it is the duty of the case worker to come to understand the emotional, intellectual, physical, psychological, social and vocational assets and liabilities of the client. Mrs. Neeley outlined the methods used by counselors in compiling this information and concluded by pointing out that much of the responsibility for the results to the applicant is dependent on a real cooperation between the counselor and the industrial counselor.

William L. Dauterman, chief instructor of the Kansas Rehabilitation Center for the Adult Blind, presented a complete and well-organized paper dealing with the responsibilities of adjustment centers. He pointed out that existing adjustment centers differ widely in scope and operation but enumerated the following minimum services which should be available to clients: 1. It should be a diagnostic facility wherein the total person is tested and evaluated. 2. A training facility offering instruction in special skills useful to the blind. 3. An environment facilitating adjustment to life with a visual handicap. Mr. Dauterman stressed that an adjustment center is not a vocational school and that adjustment training or pre-vocational training can therefore be their only contribution to training for employment. In short, Mr. Dauterman concluded, the contribution of the adjustment center to the employment objective is in developing basic skills in the client, making him aware of his possibilities, reactivating him physically, and bringing him up to the best possible condition for employment, and to furnish to the employment counselor the facts which will enable him to place the client in satisfactory employment.

* Visually Handicapped.

Vernon Hull, industrial employment counselor of the Virginia Commission for the Blind, presented a good realistic picture of the placement man's point of view in relation to his responsibilities to client and employer. Mr. Hull first urged employment counselors to consider the human element in dealing with both clients and employers, pointing out that without sufficient knowledge of both as *people,* the best laid placement plans are apt to go astray. He urged that a realistic picture of the job be presented to the client, and a realistic picture of the client be presented to the employer. "Only by placing people who can do jobs, on jobs they can do well and want to do, can we build a sound vocational rehabilitation for the blind," Mr. Hull asserted.

Mr. Hull was followed by Miss Elizabeth Kuck, General Supervisor of special personnel services in the Chicago office of International Harvester, who gave an excellent resume of the effects these related services have on the continuous employment of the blind. She explained how Harvester's program, which has lead to the employment of 11 totally blind and 500 industrially blind, began with their utilization of the talents of one of their own employees who lost his sight while in their employ. She outlined the requirements for establishing a program for blind in an industry, stressing the necessity of cooperating with a rehabilitation agency. Miss Kuck made a friend of every blind employment counselor in the group at this point by declaring her company had found it much more satisfactory to have blind persons make plant surveys than sighted ones. She concluded that the agencies must keep on doing a selling job within each plant, even though a successful placement is it own good publicity.

Mr. Yoder concluded the formal part of the program with a very interesting paper on public relations and placement. He called attention to the fact that the selling of blind labor is big business but that unlike big business, most rehabilitation agencies fail to advertise their products. Mr. Yoder suggested that public relations, which would constitute advertising in this field, is public education with some sugar coating. He suggested seven methods of educating the public and pointed out the advantages and disadvantages of each.

The program concluded with questions to members of the panel from the floor.

GROUP C

* MRS. JULIET BINDT, Secretary
Field Worker, Field Rehabilitation Services
State Department of Education, San Francisco, California

The home teachers, social workers and others of Group C, had two meetings under the chairmanship of Howard H. Hanson, counselor-home teacher, Services to the Blind, Pierre, South Dakota. The Group has 163 members, which makes it only second in size to the Lay and Non-Professional Group. 136 persons attended the morning session, which was devoted to three formal papers, while 86 individuals came to the evening meeting, which consisted of informal discussions and a business meeting.

The three formal papers all emphasized that the home teacher has a primary place on the team of persons who seek to help the blind enter or re-enter a happy and productive life in the world of the seeing. Too often the home teacher has not been recognized as an essential member on this team.

"The Usefulness of Gadgets to the Home Teacher" was discussed by Charles G. Ritter, Consultant in Special Aids and Appliances, American Foundation for the Blind. The home teacher does more than teach, he or she helps the blind person to live a normal life; gadgets can be a valuable tool in this process. The home teacher's main problem is motivation. Educational and case work techniques are essential plus referrals to other resources. A solution should be sought first for the problem that seems to cause most worry to the blind person; a well chosen gadget may convince him that he can still carry on as before; this will challenge

* Visually Handicapped.

him to find solutions to other problems. Ophthalmologists are showing an increasing interest in what blind persons can do and home teachers should help to educate these men who have to break the news about blindness. Many oculists say gently: "Better learn Braille". It would be better to suggest, or have the home teacher demonstrate, some gadget for doing the old acts "without eye strain". Such gadgets are not associated with blindness as is Braille. Such gadgets could be shown to all blindfolded patients, which would help allay any lurking fears about what might be ahead if the operation is not a success. The worst thing that can happen is a great lag between the time a person has been told he is blind and the visit of someone with constructive suggestions. Business and social activities are often unnecessarily given up because the person did not know of some gadget that would enable him to continue. Some blind persons may need no special services other than to be told of the existence of such gadgets.

The use of gadgets should be kept to a minimum, and some may be discarded after the person gains dexterity. Some home teachers are anti-gadget minded because they associate gadgets with blindness. Actually most of them are gadgets used by sighted persons and sold on the commercial market. The home teacher should know the principles of operating all gadgets. Motivation is the essential factor; it is useless to talk about Braille labels for cans on the pantry shelf until the blind person is convinced she can cook. The home teacher must serve as an example in cooking, sewing, traveling, sawing, etc.

During the question period, Mr. Ritter stated that a guidance device was being perfected which would detect a six inch down step, and objects within an arc of eight feet. He also mentioned Relievo Paint for making raised marks.

"The Place of the Home Teacher in a Rehabilitation Program" was presented by Leonard Hoskins, Vocational Rehabilitation Supervisor, Services to the Blind, Division of Public Assistance, Wisconsin State Department of Public Welfare. He believes that no agency offering adjustment to the blind can get along without home teachers and vocational rehabilitation officers; the size of the agency determines the distribution of duties. The home teaching service should offer the following four things:

1. Case Investigation. This will help the agency plan its program and enable the home teacher to have a better understanding of the client. This will free the Rehabilitation Officer to follow rehabilitation objectives more closely. Also, this avoids duplication and over-lapping of effort.

2. Keeping Registry. This enables a survey of agency needs and a re-evaluation of services rendered by various members of the staff.

3. Adjustment. Every person must be motivated by a person in whom he has confidence before adjustment can start.

4. Home Instruction. This includes instruction for the home industry program.

The discussion period brought out that in Texas there is federal money available for personal adjustment in rehabilitation cases.

"The Function of A Home Teacher in a Modern Setting" was portrayed by Raymond Dickinson, Superintendent, Division for the Blind, Illinois State Department of Public Welfare. The home teacher holds the key that will admit the blind person to the seeing world. He must use educational and social work techniques and have a touch of religion as well. He must be prepared to deal with the congenitally blind and those losing sight as adults. Everyone should help the blind person to become as much like a seeing person as possible since we are all living in a seeing world. The home teacher essentially is a teacher who does case work, not a case worker who teaches. In modern times, the blind are no longer mere objects of charity but are individuals with normal desires; hence the role of the home teacher has changed. The home teacher provides techniques and shows devices that aid in normal living, and makes referrals to other services when needed. The home teacher must develop proper psychological and sociological attitudes, and must help his client mobilize all his resources. Then he teaches the blind person specific techniques for overcoming his problems. The home teacher must deal with every phase of daily living and when he does not know the answers, he must find someone who does. The most bothersome problems should be solved first. The home teacher

must work from the blind person's point of view, not merely his own.

Although teaching techniques and case work training are important, the home teacher must have the proper personality, must be resourceful, and must know all community resources, not only those specializing in work for the blind. The home teacher should not try to be a psychiatrist. He can act as consultant with other community agencies. The home teacher seeks to relate the blind person to the seeing world; other agencies will serve him as an individual who happens to be blind. A blind home teacher should have the same qualifications, deliver the same performance and receive the same salary as a sighted home teacher.

Murray B. Allen, pioneer in the home teaching field, and Chairman of the A.A.W.B. Committee on Certification of Home Teachers, spoke from the floor about his concern on two points. First, that home teachers still are on the defensive about the need for them on the adjustment team, and, secondly, his disapproval of the tendency to consider home teaching as a "feeder service" for other agencies. It should be a service in its own right as many persons never go on to other groups. More should be done for persons past age 65.

At the evening meeting, Miss Georgie Lee Abel, Consultant on Education, American Foundation for the Blind, explained her agency's experiment in recording typing lessons to be used as a supplement to home teaching and the over-all favorable response of those home teachers who had used the records. Group C. had asked the American Foundation to undertake this project in 1950 and it was apparent at the present meeting that the group was still eager for its completion. It is hoped the American Printing House can do the recording this August. Home Teachers were asked to submit suggestions for the Braille manual that will accompany the records—there will be a manual for the student and a different one for the teacher. Suggestions might also be made for additional recorded drills to accompany the six records of "Touch Typing in Ten Lessons" by Ruth Ben'Ary.

Dorrance C. Nygaard spoke of the typing and other free correspondence courses in Braille offered by the Hadley Correspondence School, Winnetka, Illinois. He said that if there were enough demand, they could give a course in the anatomy and pathology of the eye.

Miss Annette Dinsmore, Consultant for the Deaf-Blind, American Foundation for the Blind, pointed out that many deaf-blind persons have amazingly broad horizons because of their great reading and letter pals. However, when she has met some of these individuals in person, they have been too shy. The home teacher must impress upon the deaf-blind person that he must take the initiative in making friends. If the deaf-blind person has developed grudges or carries a chip on his shoulder, these must be done away with before adjustment can begin. Direct communication with the deaf-blind person is very important and should be done whenever possible, if only for a few minutes. The home teacher may have to do a great deal of case work with the family of a deaf-blind person. Some families refuse to learn any method of communication with their deaf-blind relative because if they did, they might have to be bothered talking to him.

M. Robert Barnett, Executive Director, American Foundation for the Blind, stated that his agency is starting a new department to give special service to the home teachers, which announcement was greeted with enthusiasm. In view of the new activities now being carried on by home teachers, there was some discussion about the possibility of changing the title of this group of workers, but no definite decision was reached.

A report from Miss Marie Busch, Group C.'s chairman for Handicraft, stated that she had asked all the Home Teaching Conferences' Handicraft Chairmen to serve on her committee to promote continuity and avoid over-lapping, and that the National Braille Press plans to continue publishing the Handicraft Supplement to "The Home Teacher Magazine" quarterly, with material submitted by the four Home Teachers Conferences. Miss Busch hopes her committee can compile a bibliography on craft material and the Library of Congress has promised to try to make it available in Braille through the lending libraries.

A resolution asked the National Braille Press to also publish "The Home Teacher Magazine" in mimeographed form as well as in Braille, for the benefit of sighted supervisors and workers.

A motion was also passed to write Dr. Berthold Lowenfeld, expressing the group's appreciation for his fine assistance to home teachers and regret that health necessitated his resigning as Secretary of the A.A.W.B.'s Committee on the Certification of Home Teachers.

GROUP D

JAKE JACOBSON, Chairman
President, Virginia Association of Workers for Blind, Portsmouth, Virginia

Group D held its meeting on June 30, 1952 in the Louis XVI Room of the Hotel Brown at two P. M., Jake Jacobson, chairman, presiding.

Miss Helen Scherer of the American Foundation for the Blind, secretary, and Mr. Charles D. Grover of Albany, New York, Board member from Group 4 were both present.

The first order of business was a paper entitled, "Advantages of Lay Membership in the A.A.W.B." which was presented by Hulen C. Walker, legislative analyst of the American Foundation for the Blind, New York City, and membership chairman of the A.A.W.B.

Mr. Walker's paper was very interesting and pointed out many advantages of membership in the A.A.W.B. and it particularly stressed the non-professional group.

An interesting discussion then followed wherein certain members of the group who were in the work of the blind but who were not covered by any group raised the question of their membership and after a satisfactory explanation, all questioners felt that they were in the right group.

Discussions on several other subjects were then held.

The meeting was adjourned at four P. M.

GROUP E

MRS. KATHRYN C. BARKHAUSEN, Secretary
Director, Division of Services for the Blind, Colorado State Department of Public Welfare, Denver, Colorado

In his opening remarks, Mr. Aycock, Chairman of Group E, stated that when he took the responsiblity of arranging the program for Group E. of the of the AAWB, he took the opportunity of discussing with a number of state directors, which area of services for the blind was lagging behind and needed additional impetus and stimulation. The general concensus was that home industries, while the oldest of all employment plans for blind persons was probably the least developed, and perhaps needed the most attention. The feeling seemed to be that there was much talk and little real activity.

Miss M. Roberta Townsend, Director, Survey and Home Work Department, of the National Industries for the Blind, New York, N. Y., the first speaker, talked on "The Basic Principles Regarding the Establishment of Home Work." She gave as a definition of a home work program as "A service to be rendered by an accredited agency—designated and developed with the intention of adhering to health and labor laws—to offer regular work training and remunerative work opportunities to those eligible disabled persons who cannot for physical, psychological or geographic reasons leave their homes to travel to and from a place of business". She emphasized the absence of any established standards, but as a guide or criteria for the development and operation of a home industries program, she gave the following outline which might serve as a guide:

Community need and interest
Financing the program
Homework operation and procedure

Handling the work to and from the client
Merchandising
Management and personnel

The next speaker, Mr. George F. Meyer, Executive Director, New Jersey Commission for the Blind, Newark, New Jersey, in talking on the subject assigned, "Home Bound Employment Programs Today", used as an example, the New Jersey program in which there are about 300 blind persons participating in the home industry program where approximately 180 different articles are produced. He stated there are eleven persons employed in this department, two of whom supervise these activities. The sales outlets are largely through regular community sales, weeks and days for the blind, gift shops and wholesale channels. This past year the gross sales from home industries amounted to approximately $65,000.00. This concept seemed to be limited to the individual blind persons who, because of personal limitations, were inadequate for full time activities, irrespective of their ability to leave their domicile.

Miss Virginia Cole, Director, Field Service for the Adult Blind, Montpelier, Vermont, whose paper on "Methods and Techniques for Program Evaluation", was read by Mrs. Lee Johnston, Chief, Bureau for the Blind, Missouri Department of Welfare, Jefferson City, Missouri. In her paper, Miss Cole enunciated the principles of program evaluation in which she emphasized the need for utilization of multiplicity of organized disciplines which are necessary for satisfactory solution of the complex problems in the development of complete or partial economic independence of this severely handicapped group. She proposed numerous pertinent and illuminating questions which each administrator should apply in the evaluation of his own activities, accomplishments and program objectives. She warned against agencies being a closed corporation of smug sufficiency and said it is utterly impossible to have on any one staff, sufficient brains to solve all the problems and that usually competent technical advice is available, sometimes for a price, but more often for the asking.

The third speaker, Mr. Arthur L. Voorhees, Vocational Rehabilitation Specialist, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C., had as his topic, "Planning for Home Industries Research". Mr. Voorhees emphasized the necessity of further research to clarify the problem of who should be served, what service should be provided and the most practical methods to be followed. He, too, pointed out the absence of any uniform standards in each of these areas and activities in this field were long overdue and that only through cooperative efforts could the problems be effectively solved. Mr. Voorhees also stated that many agencies should be more retrospective of their own operations to help plan future developments. It was encouraging to hear from Mr. Voorhees that the Office of Vocational Rehabilitation is planning to contact the American Foundation for the Blind and the National Industries for the Blind in the very near future, in the hope that a conference on Home Industries can be arranged.

After the formal papers were presented, there was lively discussion between the panel members and many in the audience. This discussion further emphasized the compounded confusion that exists in the whole area of services to the home bound and pointed up the inability of the group to agree on an acceptable definition to cover the home-bound group. The concepts varied from those who for any significant reason were limited to activity within or in the immediate proximity of their domicile, to the individual who, after comprehensive services, was incapable of any sustained occupational activity.

The discussion concluded with the general agreement, however, that the occupational activities for those confined to their own home environment, has been neglected and is badly in need of the sincere attention of the program administrators to eliminate the very pronounced lag between this area and the other areas of services for the blind. On this, there seemed to be a unanimity of opinion.

GROUP F

* J. MILTON JOHNSON, Chairman
Director of Social Welfare, Braille Institute of America, Inc.

General Subject: "THE IDEAL AGENCY FOR THE BLIND."

The meeting was well attended by persons who gave every evidence of an interest in the subject being considered.

First Paper

Subject: "The Ideal Agency for the Blind: Nature of Its Service; Type of Personnel Required; Qualifications and Professional Skills Necessary" presented by Miss M. Roberta Townsend, Director Survey and Homework Department, National Industries for the Blind.

The remarks made by Miss Townsend were used as a back-drop to set up an essential viewpoint. At the beginning of her paper she stated, "Perhaps we are closer to playing God than we realize. This is a grave and serious charge which rests upon those of us who, in a professional capacity, tamper with human lives." She pointed out that while some might question our subject, that in an ideal agency for the blind there is value in setting our sights at a level which may seem unattainable. As a starting point we should ask ourselves first, "Are we doing the best we can with what we have?" and "What is already available upon which to build an ideal?" We need to look over our basic philosophies. Today the best in determination and application of the social consciousness of human needs stands side by side with archaic, custodial exploitation.

In the opinion of the speaker if an agency were allowed to start over again the following fundamental principles might offer the basis for an ideal agency program: (1) That the primary function must originate in, and focus upon, the needed services which should be offered to the blind of the community. (2) There must be a recognition of the blind person as an individual and the comprehension that blindness may not be the individual's most serious problem. The services of a complete rehabilitory program should be extended but not imposed or forced upon the sightless. (3) The program should be promoted and sponsored by a board of public minded, responsible citizens. The financial support should be sound and be adequate to permit freedom from precedent, tradition, personalities and prejudice in community education and interpretation of the program. (4) There should be an executive and administrator in the largest sense of the words. He should be able, socially minded, with the capacity for enthusiasm and mental growth. Like the board, he should be free from precedents, tradition, personalities or prejudices. He must believe in the capabilities of the blind his agency serves. The staff to implement the program should be adequately trained in the necessary professional and technical skills or have the equivalent in experience.

The question was raised as to the difficulty of securing the personnel for the staff. An acceptable staff will be found if the proper sources are tapped and acceptable ranges in salary met. Today we must, and rightfully so, pay adequately for a qualified staff.

Common sense is important in our considerations. It is far better to do a limited piece of work simply and well than to gloss over faulty programming offering psuedo techniques with personnel which is makeshift. An agency need not have all services under its own roof to be effective. To direct or aid a client to proper supporting services in the community is creditable. *There is no formula or recipe—no quick and easy way—toward the ideal agency.* It is not an ideal agency for which we must look, but rather a philosophy within an agency which is basic.

Several comments were raised by the group which are summarized as follows. Should we say an adequate agency rather than an ideal agency? Opinions seemed to be divided on this, but it was pointed out that no measuring rod exists at the present time which would point up an ideal agency. Someone asked, "Why can't small committees meet in geographic areas and establish standards?" We should have some means of establishing the worth of our services.

* Visually Handicapped.

The general consensus was that a need exists to set up something to form a criterion. It was wondered if various agencies could pool information. Criteria has already been set up by the federal government in rehabilitation services which might be helpful to our considerations. The National Committee on Sheltered Work Shops has a handbook coming out soon on home bound occupations. Could agencies develop a similar media? The consensus of the group was that we should plan many years ahead and strive toward an ideal. Those present in Group "F" wish to have a committee appointed immediately to work on this problem, but the chairman asked that a formal motion be held up pending the completion of the other two papers on the program.

Second Paper

Subject: "Methods of Developing Professional and Technical Skills for Administrators and Professional Personnel," presented by Colonel E. A. Baker, M.C., O.B.E.

The selection and equipment of personnel is a highly important responsibility in any organization. In the small organization at least one individual should be a good judge of human nature, capable of properly assessing capabilities and potentialities. In a larger agency, a committee of representatives of special departments should function in this respect.

The next step is equipping prospects to function effectively. Colonel Baker notes a substantial evolution in the practice. Using the Canadian National Institute as an example, he said that when the work was started no courses were available for training personnel to meet staff requirements. It was necessary to select and train individuals on the job. In recent years they have developed more formal preparatory training courses which are coupled with on-the-job training. Many of the early problems of the agency have been cured by a system of the promotion of staff members because of professional abilities.

In Canada, since the early days of the agency, they had operated refresher courses for sightless home teachers. Following the 1941 discussions of certification of home teachers by the A.A.W.B., they have entered wholeheartedly into this program. They are convinced that the quality of home teaching services has been raised, better training has been provided, and some of the best material in the country has been attracted to this service.

The field service staff, placement officers and stand operators are trained on the job. The sightless who appear good prospects for general industry have been trained in their work shops whenever possible.

Arrangements are now being completed under which the Canadian National Institute will operate a national training center with their federal government and respective provincial governments sharing the costs. They are undertaking to give basic training for all prospective sightless staff members and for some professional workers, such as dictaphone operators and typists who may be placed with social service, business and industry or Institute offices. The training course will include elimination of blindisms and the development of more normal habits, insofar as possible. They will aid training and improved independence of movement, self-reliance, an interest and concern over personal appearance, also there would be formal training in basic job requirements. Following the fundamental training, on the job supervised training will be required.

Sightless workers in various service departments of the Institute who appear to be suitable material for training and promotion have been selected. Their practical experience and development of confidence and self-reliance through personnel adjustment are an important feature in their success as home teachers, placement officers, field secretaries and both junior and senior executives. It has been found that a judicious combination of formal training and on the job training proves most effective.

Comments from the group. Is it better to place an inadequate blind person on the job or to make no placement at all? The answer was given that more harm is done by placing an inadequate blind person on a job than in making no placement at all. Someone asked if there was a place for the sighted worker in the program of work with the blind? Our sightless speaker answered, "Yes, there is a need for the sighted if they have the right qualifications. The most important thing is for the blind and sighted to

work together cooperatively." Another delegate said it was not a question of "sight or no sight" but of "vision."

A question was raised as to how one could train workers in a brand new field. It was suggested that agency executives should use other agencies to train their personnel if the other agencies have a better fashion of programming in some particular field. There was no divergence of opinion on the matter of promotion within an agency, all feeling that it is desirable.

Third Paper

Subject: "Developing Skills in Business Management and Industrial Supervision," Mr. George A. Brown, Manager California Industries for the Blind, Los Angeles Center, operating under California State Department of Education.

Mr. Brown introduced his paper with an illustration which, while not deprecating collegiate training points out the fact that practical experience is also essential.

While private industry makes an average investment of $11,200 in machinery and equipment for each employee, the average work shop for the blind has less than $375.00 in machinery and equipment investment for each employee.

He advocates diversification in the work shop although this complicates the problem of the manager. The matter of financing is very important, but varies in state and private institutions. "Regardless of source of funds or methods of financing, programming and planning are essential and must be done with complete knowledge of needs and facilities for supplying them." His shop has reached $176,000 month gross sales with 65 products in 9 different kinds of factory production.

In an industrial organization the administrative control flows from the manager through three principal administrative channels to all functions and all employees. These are the chief accounting officer, plant superintendent and sales manager. He outlined the functions of each in detail.

How can a manager supervise and control such a multitude of activities? There is need for current sales analysis, weekly reports on unfilled orders, monthly production reports and statements of profit and loss covering each department of the business separately. A number of other types of reports were mentioned.

Working capital turnover will vary as to industry, but probably not less than six and a half times. The inventory turnover also varies. Most industries examined varied from four and three quarters to five and a half times. In his own shop last year's turnover was eight and eighty-seven hundredths times. Mr. Brown pointed out that overstocks mean additional money and expensive storage.

The speaker uses a ratio for analyzing debtors operating statements when cost of goods sold is not shown, and a check on collection of receivables, by dividing net sales by receivables outstanding. In his business the accounts are outstanding on an average of forty-one days. In seventeen classifications Hemmingways shows accounts outstanding a minimum of forty-one days to a maximum of one hundred and twenty days.

Value of graphic analysis in the interpretation of statistics, particularly as to trends is very important.

He prefers blind instructors and supervisors, but persons with not over 86 percent loss of sight.

We quote another statement, "Understudy every position. Be prepared with a first assistant trained and eager to step up into larger responsibilities when the opportunity comes; his opportunity will be an emergency for you adequately met . . ." "Successful businesses are built from competent and enthusiastic staffs who work with and for an administrative head, who supplies guidance, suggestions, encouragement and inspiration—not kicks, cuffs and perpetual criticism."

Mr. Brown closed his paper with the wording of two framed slogans which have proved valuable to him. "If you have nothing to do, don't do it here." The other, "He who tersely says his say and then gets quickly on his way, we hope to see another day."

At the conclusion of the last paper Group "F" members commenced a discussion of some technic for developing a measuring rod or standard for an ideal agency. The group was of the opinion that at the present time there was no adequate gauge to use as a standard. The feeling was expressed that if a committee were appointed and through questionnaires

or other media determined, the thinking of leaders in work with the blind throughout the United States and Canada, could serve as a basis for our next year's program and also could be referred to the Board of Directors of the A.A.W.B. for appropriate action.

A motion was made and carried that a committee be appointed by the Chairman of Group "F" to study criteria and standards for the ideal agency. This committe is authorized to consult with other groups of the Convention as desired. The committee is to report back to Group "F" at the next Convention. The ultimate aim is to bring the results before the Board of Directors of the A.A.W.B. next year.

GROUP H

NELSON COON, Secretary
Librarian, Perkins Institution & Massachusetts School for the Blind, Watertown, Massachusetts

The meeting of Section H of the A.A.W.B. was held on June 30, 1952, at 2:00 P.M. with more than sixty delegates present. The chairman was Howard M. Liechty, in the chair, and Nelson Coon, secretary.

In addition to hearing with interest papers on such diverse subjects as the report of progress of the Uniform Braille Committee and a statistical picture of the blind borrowers of the Indiana Library, the meeting also developed lively debates on the topics of Recording for the Blind and the imminence of the complete disappearance of Braille Grade 1½. Technical subjects touched on included standardization of the braille dot and braille cell and cooperation among religious publishers, and the possibility of working manuals for publishers.

Considerable interest was shown at the announcement of the recent passage of the O'Toole bill striking out the word 'ADULT' from the Library of Congress authorization measure, which eventually should be an aid to more general services to blind youth, as well as to older persons.

The group was glad to welcome a delegation from the A.A.I.B. which presented a plea for a wider use of professional associations and publications, in book selection.

Perhaps noteworthy in the meeting was the general agreement that Grade 2 Braille is finding full acceptance; and, as evidenced by a resolution presented to the full body of the A.A.W.B., of a strong feeling that greater use should be made of the cheap and simply produced instantaneous recording which have been of such help to students.

The meeting lasted for three full hours of friendly but frank discussion in what was perhaps the largest Group H meeting in several years.

GROUP I

*GORDON L. JOYNER, Secretary
Placement Agent, Virginia Commission for the Blind, Richmond, Virginia

Mr. Chairman, Ladies and Gentlemen—Chaired by Mr. William Hathaway of the Delaware Commission for the Blind the meeting of Group I—Business Enterprise Specialists for the Blind—was held on Tuesday morning in the Louis XVI Room.

Mr. Willard A. Offner, District Manager, White Castle System, Inc., Louisville, Kentucky, led off the program with a presentation of Factors to be Considered in Operating a Chain of Food Services Similar to Some of Our Better Snack Bars. According to Mr. Offner service to the buying public, effective training and careful supervision of employees and rigid insistence upon cleanliness of the premises at all times are the key to a successful operation of a business of this kind. To those worried about competition Mr. Offner stated that in his experience there was always room at the top since some of

* Visually Handicapped.

those at the top sooner or later go to sleep and fall off.

Mr. Douglas R. Strong, Manager, Industrial Cafeterias and Stands, Canadian National Institute for the Blind, followed Mr. Offner with a discussion of Successful Methods used by Blind Persons in Handling the So-called "Difficult Items" at Snack Bars. Mr. Strong placed emphasis on streamlining the equipment in such a way that as much of the merchandise as possible could be handled on a self-service basis. Mr. Strong also stressed the importance of grouping, in one place, those items which are to be the responsibility of a totally blind worker in the stand.

Mr. Maurice I. Tynan, Chief, Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, followed Mr. Strong setting forth the Effect of the Use of Vending Machines on the Vending Stand Program. According to Mr. Tynan the increasing use of vending machines in factories and office buildings represents a real threat to the security of our vending stand program. He reported that efforts were now being made to have the Randolph-Sheppard Act amended to the effect that vending machines will be included within the definition of vending stands. Mr. Tynan urged business enterprise counselors throughout the country to seek the assistance of their senators and congressmen in support of this vital and important amendment.

So many questions were raised from the floor with respect to day-to-day problems encountered by workers in the field that a second meeting was held on Wednesday evening. Mr. W. J. Strickland, Area Specialist, North Carolina Commission for the Blind, lead the discussion. Highlights of this meeting included a description by Mr. Joseph Billy Delbridge of the Vending Machine Program for the Blind which he manages in Virginia. Mr. Douglas R. Strong of the Canadian National Institute for the Blind discussed the advantages and the disadvantages of maintaining a central warehouse, and he also explained briefly their operation of a bakery in connection with their business enterprise program.

It was evident from the attendance at our Group Meeting on Tuesday morning that there was considerable interest in the business enterprise phase of work for the blind. Although this new section has a small membership there were nearly one hundred members present at our first meeting. This interest was further evinced by the attendance at the second meeting on Wednesday evening when forty of the members resisted the lure of the race track to avail themselves of the opportunity of discussing their mutual problems for about two hours.

REPORT OF STANDING COMMITTEE ON MUSIC

* HERBERT C. TRENEER, Chairman

Chairman, Advisory Music Committee, Canadian National Institute for the Blind, Toronto, Ontario

The Standing Committee on Music held its annual general meeting on Tuesday, July 1st, from two to five P. M. in Parlor B of our convention headquarters. There were approximately 40 persons present.

The main items on the prepared programme consisted of two papers, and two informal discussions listed under the following topics.

(1) "Services to blind musicians through the Canadian National Institute for the Blind," prepared and read by Mrs. Edith Simpson, National Music Consultant, Canadian National Institute for the Blind, Toronto, Ontario.

(2) "Education of professional musicians and piano tuners in schools for the blind," prepared by Mr. Connie Anderson a professional blind musician of Columbus, Ohio, and read by Mr. Everet Steece.

(3) A discussion based on the question—"Is a music section within the framework of the A.A.W.B. feasible, and desirable?" This discussion was led by Harry J. Ditzler director of Music, New Mexico School for the Blind, Alamogordo, New Mexico."

(4) A discussion based on the question—

*Visually Handicapped.

"To what extent may we coordinate the scattered activities of blind musicians and piano tuners throughout the United States, and Canada, and what initial steps should be taken to accomplish this objective?" This discussion was led by Mr. Stanley Wartenberg, New York Association for the Blind, New York, N. Y.

Due to the great length of Mr. Anderson's paper the second section dealing with piano tuning will be read at the 1953 general meeting of your committee.

As an aftermath of the first discussion it was unanimously agreed that a further effort should be made this year to secure a minimum of fifty members who would logically fit into a music section which if realized will require an amendment to our constitution in order that our proposed music section may be enabled to function as an integral unit of the A.A.W.B. We hope to secure the required number through the personal efforts of several of your committee and others who attended the meeting.

At one stage of the meeting a letter was read from Mr. John Ramsay a successful blind piano tuner residing at St. John, New Brunswick dealing with the questions propounded in the two discussions in the sphere of piano tuning.

During our discussion dealing with the coordination of the activities of blind musicians and piano tuners, Mr. Robert Barnett stated that he had not overlooked the resolution dealing with this topic which had been submitted to the American Foundation for the Blind during our 1950 A.A.W.B. conference, and regretted that lack of available funds precluded the appointment of a full time member to the staff of the Foundation to implement this resolution. He stated however that a research project in the realm of piano tuning would probably be undertaken in the near future. He also intimated that projects of a short temporary character in other phases of our activities would receive favorable consideration if the assistance of the American Foundation for the Blind is required.

Mr. Jack Chard Chairman of the music section of the A.A.I.B. invited those attending the meeting to sit in at the Wednesday afternoon meeting of his section to be held at the Kentucky School for the Blind.

Following the general meeting your Standing Committee on Music held its annual business meeting during which Mr. Ditzler was received into membership having been duly approved by our directors. The resignation of Mr. Harold Bleakley, of The Pennsylvania Association for the Blind Pittsburgh branch tendered because of pressure of routine duties was also received with regret. During our business session partial plans were formulated for our programme during the 1953 A.A.W.B. conference which will be announced at a later date.

On Wednesday afternoon, July 2nd your committee chairman and secretary attended the meeting of the music section of the A.A.I.B. during which your chairman was given an opportunity to address the meeting and to urge some of its personnel to become identified with the proposed music section of the A.A.W.B.

As an instance of the growing cooperation between the A.A.W.B. and the A.A.I.B. I am pleased to state that three of our Standing Committee on Music are members of both organizations.

PAPERS PRESENTED AT

GROUP MEETINGS

THE WORKSHOP IN RELATION TO A TOTAL PROGRAM OF SERVICE FOR THE BLIND

ALLAN W. SHERMAN, Director
Cleveland Society for the Blind, Cleveland, Ohio

The story of the development of workshops for the blind is a fascinating one. The fact of the matter is, as Peter Salmon has said, there has been more progress made in the last 10 to 20 years in workshop programs than occurred in the previous 50. You might well ask then: Why do we discuss the problem of workshops since so much progress has been made? Two observations seem pertinent in addition to the obvious one that we always should seek to progress:

1. Workshops as yet have not fully understood their place and their full possibilities in an over-all program of service to the blind.
2. Within our present pattern of workshop development there are certain factors at work which might mean regression rather than progress.

Let us first take a look at what we mean by "progress". We can't define progress simply as change, movement or flux. We must progress in relation to goals. We change to achieve something. What, then, are the goals toward which we strive? In this type of thinking we must be subjective. The goal of one shop superintendent and his Board of Managers or Trustees might be to run a self-sufficient shop, operating without subsidy of any kind. Impossible? Not at all if certain conditions are met. I am convinced that a group of our most capable blind men and women, in a well engineered factory, could operate at a profit just like any commercial enterprise. In fact such a shop does exist today!

The shop superintendent and his Board maybe have as their objective the operation of a shop employing "the blind" without subsidy except for capital in buildings and equipment. The goal becomes large sales and a respectable surplus. With such motivation we must take a careful look at price and hourly rates paid to workers to determine whether exploitation, horrid word and thought, of workers exists in reality. In fact some such shops exist today!

Another shop manager and his Board may set as their goal employment service to *all* of the blind in a community. If this objective is pursued thoroughly and the Board completely understands the problems of such a shop and the implications of this type of service, there will be no recriminations when deficits result. We should not at any time hide inefficient operation behind a deficit acquired in the name of service.

There must be some careful sorting out when we talk of the goal of service.

In talking about goals, I am going to make some assumptions. In this discussion I shall assume the following:

1. Our over-all objective in the field of work for the blind is to plan our programs so that each individual will achieve the maximum development possible within the limits of his handicap, and will become integrated into his community to the fullest extent possible.

2. A major objective is to provide essential service to *all* the blind people who want and need it in any community on an individual basis, insofar as possible within the limits of staff, financing, and our own thinking.

3. A third assumption is that we do not yet know all there is to know about adjustment to blindness and that our skills and techniques in rehabilitation are still to be much more fully developed. Further, our ability to coordinate and use on a team basis various services in a community is as yet not well developed.

It seems that these assumptions certainly are valid and we would all accept them. However, I am not so sure that we would so readily accept all of their implications.

Related to these assumptions are some very pertinent questions:

1. Are our shops rehabilitating and placing in outside industry and other occupations as many blind persons as is possible?

2. What proportion of the blind population is employable? Can our generally accepted figure be increased? This might lead to the further question: What do we mean by employable?

3. Do our shops have a sufficient variety of work to provide opportunities for clients with varied skill levels so that individual needs can be met realistically?

Perhaps my tone would indicate that I have serious doubts about shop programs. That is not so at all, for I am sure that our shops are doing a very vital, skillful and sound job. But we should not fall into the error of thinking that we have reached the "best of all possible worlds". Undoubtedly, one reason that shops are giving better service today is because they are giving more services themselves, or are learning to work more effectively with other services in the community, and they are more realistically meeting the individual needs of clients.

Let us make a brief attempt to place workshops in their historical perspective. In the early 19th century Samual Gridley Howe established a workshop as an adjunct to Perkins Institution to prove to a doubting public that the blind could work. Soon thereafter shops were established in combination with residences for blind men or women. Examples of these are the Industrial Home for the Blind in Brooklyn, the Philadelphia Working Home for Blind Men, and the Bourne Workshops of the New York Association. Although established much later the State Shop in Oakland, California followed this pattern. In the early 20th century shops tended to be developed in connection with an over-all pattern of service. Examples of this type are found in Cleveland and Minneapolis. In most all of these shops the main objective was employment. The rehabilitation aspect of their programs is of fairly recent origin. Spurred on by the rehabilitation movement, accelerated in development by legislation—the Barden-LaFollette Act—all of these shops have modified programs. There is less emphasis on residences related to shops. There has been increased attention to broader programs of service. This is reflected even in names for the California shop in Oakland is now the Oakland Training Center for the Adult Blind.

Undoubtedly, one of the outstanding programs in the country is that developed by the Industrial Home for the Blind in Brooklyn. Here we have intelligent, forward-looking leadership, combined with very adequate financing and good use of community resources on a team work basis. A careful look at the history of I.H.B. would indicate the extent and character of the change. A quotation from the 1951 Annual Report of I.H.B. will illustrate:

"We regard the industries only as one of our many services: the service through which it is possible for us to provide employment for blind persons who would not otherwise be employed. We believe that those persons capable of holding jobs in competitive industry do not belong in the shops and our placement efforts are continuously directed

to the task of finding suitable jobs outside of the shops for these persons.

As an indication that this policy has been implemented, it should be noted that a recent analysis . . . shows less than 6 persons now employed in the industries can be considered potential outside placements at the present time. Our annual statement of vocational services contains an analysis of the physical condition of the clients now employed in the workshop. This analysis indicates the majority of these men have one or more disabilities in addition to blindness and this, as well as other reasons, eliminates them from competition with able-bodied workers."

A further study of this fine report indicates the great breadth of the services now offered by I.H.B. While adequate financing is directly related to their success, it is not all a matter of money as we all well know. It would not be unfair or unwarranted to point out the tremendous responsibility which goes with adequate money and with expanded services.

But let's get back to earth. We don't all have that kind of money! But we can profit from that leadership if we will to do so.

We have a pattern of service to the blind which we all would recognize as essential. A workshop for the blind is generally regarded today as one part, and a very important part, of a total program of service for the blind in any community. What does a total service program for the blind consist of? At the Oxford Conference a minimum program for every nation in the world was spelled out. I would imagine that most of our programs in our country exceed this minimum, and I am confident that it is generally recognized that programs of service to the blind include the following general areas:

1. Medical and ophthalmological examination and treatment.
2. Casework defined as helping an individual to understand himself within his environment with particular respect to his blindness.
3. Specific adjustment services and counselling.
4. Teaching services such as Braille, typewriting, home economics, craft training etc.
5. Meeting basic needs of living, generally provided through Public Assistance programs.
6. Adequate housing.
7. Recreation.
8. Employment Service.

Which area in a program of service is most important? I feel this question is academic because they are all important. I don't mean to say all blind people need all of these services, but they all should be available to them if they need them. They also ought to have the right to be participants in choosing which of the services would be most helpful to them. Within this total program of service how can the workshop function most effectively? It is only the most advanced and the wealthiest of our shops which can include most of these services within its program. But all of these services should be available to the blind anywhere in this country and, if a workshop is unable to provide any of these services because of financial and staff limitations, there should be an understanding of and a way for the individual blind person to secure these services from appropriate agencies in the state or community.

Number 5 above, which relates to the basic requirements of living, is now generally regarded as a function of federal and state programs and not handled by private agencies or even by most state-wide service programs for the blind. Public assistance is a field by itself. But how many agencies or workshops for the blind have a clear understanding of how the public assistance agency can help in the rehabilitation process? The Public Assistance worker can play a vital role in helping a blind person to become a producer rather than a recipient of relief. This process requires very close teamwork of shop and relief workers. Such teamwork should be operating very early in the picture with an individual client. A third member of the team should probably also be the Rehabilitation counsellor and/or placement agents. In Cleveland such a team job has worked very well on some occasions, but we have not done enough of it. The staff at I.H.B. has developed this teamwork to a high point. With the incentive provided by the "$50 Deductible" we all have a great opportunity to provide employment for more people.

At this point we have a very basic decision to make. Many individuals from this source

may be very marginal workers. How many such workers can a shop absorb? If our main objectives are to operate in the black there is a very real limit. If our objective is service to people, I am sure that there are many individuals who could, and would, want to work. Along with those individuals who come through public assistance agencies, there are many more marginal workers who need the support and help which comes with a job. Often the amount of the pay check is not the most significant part of the job for them.

In the Opportunity Shop at I.H.B., in the Contract Shop of the Chicago Lighthouse, and in the part time Craft Shop of the New York Association, we have seen the possibilities of providing employment for many marginal or part time workers. Many people will say that such people are not the responsibility of the workshop. The problem of financing is the big hurdle to be met and, of course, very few shops can support such a program. However, if we are concerned with essential service to people through employment we cannot for long dodge this responsibility.

Related to this discussion closely is the problem found by all shops. As the placement in industry program has developed more and more of our capable workers have left the shelter of the workshop. This challenge has been fairly well met by most shops. Frankly, in facing this problem shops have made great gains in efficiency of operation. The shop in Pittsburgh provides an excellent example of plant engineering. I understand that they now have an industrial engineer on their staff whose responsibility is to plan work layouts, design jigs, and the like. This is sound engineering to minimize the handicap of blindness. Not all shops can have such a staff expert, but there are firms in the community anxious to help. The Detroit League and the Cleveland Society have had surveys by the Trundle Engineering Company. This valuable service has been given without cost by this nationally renowned engineering firm. Plant engineering pays off—just ask Mr. Bleakley for figures for his broom shop and you can see just how effective such expert help can be.

Related to this whole picture is the very significant part which has been played by the Wagner-O'Day Act and National Industries for the Blind. Under the N.I.B. program the shops have made great gains, both in terms of gross business, in numbers of blind persons employed, in regularity of employment, and in wages paid to the blind. The shops, faced with rigid government specifications and delivery deadlines, have had to improve their manufacturing processes, streamline their production. With this stimulus has come increased efficiency. We have learned to do things and to meet production schedules which a few years ago we would have thought impossible. Often this increased efficiency has occurred with less capable labor which makes it all the more significant. However, there has been a tendency under this program to emphasize production and goods more than to give attention to service to people. Production and service are not opposites; as a matter of fact, the best service is often given in our most efficient and highest producing shops. There is, nevertheless, a tendency to hold competent workers in the shop when they might be better served outside just because we have to get the work out. In many cases this has worked out well for the workers. I know of many cases where highly skilled and key workers were better served in the shop than they would have been in outside industry. Often this problem is related to financing and overhead costs for we like to avoid reorganizing a process to have a job done previously by a competent worker be set up to be done by two less competent workers. To do this reorganizing requires more equipment, training time, and is obviously more costly. Nevertheless, our goal should be service and, whenever practical, the service objective should be our motivation.

This holding of labor in the shops is one point at which there is a tendency towards regression. There is another too. Most of the orders which come through N.I.B. are for the manufacture of raws into finished products. Often this requires training and skill and having to develop persons for this work. The shop is reluctant to have the individuals in production-line drop out. Also, this type of skilled work may be beyond the ability of a great many workers. What I am about to say is, that we must have a highly individualized approach in our shops, and we need a great variety of work to meet the real needs of our

workers. N.I.B.'s staff is constantly on the lookout for new products to add to their list for allocation. Over the years this list has grown, but still there is not a sufficient variety of work. This fact, together with the unfortunate and unsound tendency of shops to depend too heavily on government business, restricts the shops too much. This is not N.I.B.'s fault, for they have constantly urged and assisted shops to explore and develop local markets for manufactured products and contract-type work so that loss of government business would not interrupt the shop's operations.

Why do our shops need a variety of work? Our shops are service programs to help individuals. If we are to serve *all* the blind who can and want to work, we shall need a great variety of jobs to match levels of competence. It is my considered observation that shops need to expand their contract-type work to secure this variety. We need very simple jobs for a newly blinded person, but we also need work of greater difficulty so that when the client is ready he can undertake something more challenging. There is nothing more debilitating for a worker to be kept on tag-stringing when he can obviously do a job requiring greater skill. There must be a chance for progress if the shop is realistically concerned with rehabilitation.

What significance does this individualized approach have for us? Mrs. Jane Devereaux, in a paper given earlier this year in Chicago at the meeting of the National Committee on Sheltered Workshops, stressed the need for a highly individualized approach. I shall quote briefly from her paper: "Any implication that there must be conflict between the business elements and other parts of an agency operating a sheltered shop or homebound program distorts one basic fact in rehabilitation: that such employment itself is a service to the individual. The client is the most important member of the rehabilitation team, and for most of the clients who come to such agencies securing a job is a goal and a real measure of success. Since this is so, the kinds of jobs, the supply of work, working conditions, the pay check are all elements contributing to the success or failure of the rehabilitation plan. Having a variety of jobs. to which clients may be assigned as soon as they are ready, gives strength and vitality to all other agency services, just as adequate personal services to clients employed in work programs supplement the contributions of production specialists. To develop programs which are based on individual needs and abilities requires that all agency members of the rehabilitation team focus attention on the basic goal of helping the client achieve his maximum vocational adjustment, at the same time recognizing that the ways in which service is given may be different for each of the responsible staff members."

Mrs. Devereaux goes on to stress the importance of teamwork in shop programs. Supervisors and foremen are our production people. To give best services to people they should not be expected to have competence in medical, casework, counselling, recreation, or public assistance work. Often the supervisor is unable to understand why a worker doesn't produce to capacity or why he is frequently absent. In such situations there is need for specialized help. To give quality service requires the use of skilled workers. To make these services available to the worker is a teamwork job. The case worker, doctor, or recreation person must have an understanding of the work situation just as the foreman must have an understanding of casework and other service. This mutual understanding must be developed through sharing problems and gaining respect for each other's competence. Even in smaller shops, where a large trained staff is not available, there are usually community resources available. It should be the responsibility of shop administration to foster cooperative work with these resources.

The development of such teamwork becomes more necessary as our shops tend to serve more marginal labor. In our shops we have many individuals who have additional handicaps. In Cleveland in our Contract Shop we found that 21 out of 35 workers had additional medical problems needing regular attention or special handling. Add to this the many social problems which exist and the only conclusion can be that casework, counselling, medical service become extremely important parts of our service picture in shops for the blind. As we expand our programs our responsibilities rapidly increase.

Thus it is apparent that if our shops are to serve those of our clients who need a

sheltered workshop program, our other essential services must be geared into the shops if we are to do a maximum job. We still have much to learn about how to do this job.

I would like, then briefly, to consider the question: can we provide employment to a larger number of blind persons? Or can the number of employable blind persons be increased. Maybe the percentage figures can't be changed in view of the rapid aging of our population, but I am sure that we can learn better how to do our rehabilitation job and thus have a larger number ready for work. We may have to re-think our concept of what constitutes an employable person. But this challenge will not be met by changing our definitions. We will only be increasing our effectiveness by learning how to do a better job through more adequate rise of a total service program.

Let me give an example of how such a program might work. A blinded man of 55 applies to the agency for service on the recommendation of his ophthalmologist. He has been without sight for 8 years and has resigned himself to idleness because he didn't know he could be helped. At "intake" a skillful worker helps him to an understanding of himself and indicates possibilities. Perhaps the "road back" is through recreation. To develop new interests through group associations and confidence in his abilities may be the beginning of a new life for him. A next step might be travel training. Perhaps experience in an adjustment center will be a next step. Finally, a request for work may come. The client may be ready to try something, but as a client of a public assistance worker he may have fears about work affecting his grant. Here understanding of the P.A. worker and close coordination of the rehabilitation worker, the agency case worker and recreation director becomes very important. The work of these people, stretching over more than a year, must be made clear to the shop personnel so that they will know how to work with the individual. When he begins work in the shop encouragement, stimulation, and challenge must be there. The client must gain self-respect and satisfaction from his work. He must be able to progress to the top level of his skill. In such a situation, and there are many blind men or women of this sort, only good teamwork will do the job. And only a shop where the focus is on the man, as well as on the production quota, can do the job.

Therefore it seems clear to me that our shops have two basic functions:

1. To serve as a "vestibule" to private employment—providing training, work tryout, work build-up,—a true part of rehabilitation team.
2. As a place of employment for those who cannot work in competitive industry.

Such a shop must have high morale, excellent team relations with other services, good equipment in a well engineered factory, and a variety of work which will provide for varied skill levels.

Our shops have made great gains. We have done a good job. But there is still much more to be learned and put into practice.

WORKSHOPS ON THE NATIONAL LEVEL: YESTERDAY, TODAY AND TOMORROW

C. C. KLEBER, General Manager
National Industries for the Blind, New York, N. Y.

I believe that the first workshop for the blind was opened in 1840 in Massachusetts. It is a coincidence that I should just hear that the same workshop is closed. For what reason I do not know. Perhaps the need no longer exists. It is true, however, that many of the present day agencies for the blind started with only a workshop. This is understandable as employment of the blind was the most urgent problem at that time.

I cannot delve back into the past of 100 years ago, as I have only been in this field about fifteen years, and shall have to confine my remarks to what was happening fifteen years ago, and the progress that has been made up to the present date.

The workshops as a group have taken a tremendous step forward, and to prove this I need only to quote the figures of wages earned by the blind in approximately fifty

workshops in the year 1938 amounting to only $300,000, and the wages in this same group of shops for the year 1951 amounting to $3,496,000. Within this span of years we have tested and proved certain facts that can be used as a guide to the future.

I recall when we first contemplated the production of pillowcases with power sewing machines that I talked with several workshop managers about it. I am sorry to say they were not very enthusiastic, nor did they believe the blind could turn out any great quantity of them. They told me that on one particular operation, if the blind did 20 dozen a day we could consider that an exceptional performance. They are now doing 250 dozen per day on the same operation, and I am also glad to report that the skeptical workshop managers who gave me this advice are no longer in this field.

At the beginning of the operation of the Wagner-O'Day Act in 1938, the majority of the workshops were not familiar with production methods, nor did the majority of them have personnel with the proper industrial experience and the knowledge of training blind persons. During the last fifteen years they have found that to provide maximum employment for blind persons, both capable personnel, paid reasonable salaries, and up to date machinery are necessary.

There are, of course, some workshops that have not progressed as far as they should have. This is due to lack of imagination on the part of the Board or the management, or, perhaps, lack of money to purchase equipment and employ the proper staff.

In 1938 the sales of this same group of workshops amounted to $2,000,000. In 1951 they amounted to nearly $24,000,000. Selling the product is still the big problem in this field. I am sure that we could employ twice the number of blind persons now in the workshops and have sales of $50,000,000 if the proper emphasis were placed on the standardization, production and selling of the articles. You might not believe it, but there are still a number of workshops not employing a salesman. They operate under the illusion that because the blind make it, someone is going to buy it. This is not true. If you solve your standardization and sales problem, I am certain the solving of the production problem will be much more simple.

It is also well to keep in mind that unless a shop uses up to date production methods and equipment, it will be impossible to even come close to meeting competition as to price and quality, and at the same time provide an opportunity for the blind worker to earn a fair wage. This is important because even today some of the shops do not have the latest equipment.

Many of these agencies starting only with a workshop are now offering the blind in their community many other services needed in social, welfare and medical fields. It is my belief that every agency with a workshop should add these other services as quickly as they can.

To add these services does not necessarily mean that it is necessary to establish a social or medical department, or to have an ophthalmologist as a staff member, or to have sufficient funds to build and operate a recreation center. To establish these additional services, an agency for the blind should first consider the availability of such services within the community and then hire the properly trained personnel to make certain that such services are made available to the clients of the agency.

Employment in a sheltered shop within an agency setting is one of the end results of a total program of rehabilitation. A client through the various services available to him can and may reach a point where work opportunity becomes profitable to him.

A shop operating without sound social interpretation and screening in the selection of its clientele may well find itself a dumping ground for individuals unfeasable for rehabilitation of any sort.

If such supporting services are not available within the agency, then they must be sought in the community.

A sheltered shop should on the basis of proper case analysis accept only those clients who wish and need useful employment and who seem mentally and physically reasonably able to achieve it.

I am sure we all agree a workshop, though a service to the blind, must be run on a sound business basis. It must have sufficient money to pay bills, operate as any other competitive business and employ the very best purchasing and production methods.

Looking into the future, if the workshops

are to do $50,000,000 worth of business a year, a plan covering the following points should be formulated:

1. I am assuming that you have a program of expansion and know exactly what you want to do. The next step is to go out and raise the money to do it. You should have enough money in your revolving fund to discount your bills and operate your business. If you are doing $100,000 worth of business, you should have at least 20% of that amount in your revolving fund, or maybe more, because this means you must turn your money five times a year, and that is a very fast rate of turn-over for the type of business we are in.

2. You must raise money to purchase new equipment, buildings, etc., which we will call a capital fund. As mentioned previously, the blind to be efficient must have the very best kind of equipment. You can't get production by sewing brooms by hand. You must have an automatic stitching machine. In making mops you should have the very latest model sewing machine, and the same applies to the machines used in any sewing unit.

3. You should have another fund to subsidize the piece rates paid the blind in your workshops for those who can not earn a sufficient amount and will need a supplemental wage.

4. Purchasing is of the utmost importance. Many times when markets are down it will be to your advantage to purchase for inventory, so that you are in a position to make deliveries at the time your product is needed by the public.

5. You should look upon the workshop unit as a business, and apply to it all the principles used by other businesses in this country. You should be members of your local service clubs, the Lions, Kiwanis, etc., also a member of your local Chamber of Commerce and business organizations. You should read the trade magazines that are published in your particular field.

6. You should have, by all means, a sales force. Study your territory, find out what is needed. Don't just make something because the blind can make it. It certainly is not helping you or the blind to make up a lot of articles you cannot sell.

7. For the past ten years emphasis has been placed on training of the blind with the idea in mind that many of them can be placed in private industry. This training should be done by every workshop in cooperation with the program of your State and the Federal Government. No matter how many blind people are placed in private industry, there will always be a need for the workshop as there is a certain group that cannot work any place else due to other disabilities or psychological handicaps.

I am sure from our point of view, and of course the emphasis of N.I.B. is industrial, that if each workshop will seriously strive to offer sound supporting services to build up the employability of their blind clients and proper business principles to provide for the ready disposition of products, such shops may in the next ten years see a doubling of the number of the blind employed and a healthy and growing sales outlet for merchandise produced.

THE PLACE RESIDENTAL SCHOOLS OCCUPY IN REHABILITATION

D. W. OVERBEAY, Superintendent
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"The main goal of rehabilitation is to raise the individual to his optimum employability" (Curtis S. Johnson. "Rehabilitation of the Blind" page 49. Outlook for the Blind volume 44. Number 2). Theoretically, there would be little or no need for rehabilitating graduates of residential schools for the visually handicapped if these schools met all of the needs of those in attendance. Actually, no school meets all of the needs of its youth and, therefore, must look to "adult" agencies—state and private—for help before and after Commencement Day. This calls for maximum teamwork and a large measure of mutual respect and confidence. The goal of optimum employability is beyond the reach of any school or agency which is unwilling, unable and/or lacks the insight and knowledge to recognize this fact.

"All youth need to develop salable skills

and those understandings and attitudes that make the worker an intelligent and productive participant in economic life." (Planning for American Youth. Page 13). While residential schools can provide good vocational guidance programs which include industrial arts, supervised work experience, as well as a rather complete knowledge of some vocations, much of this will be ineffective unless the adult agencies have assisted in setting-up and following through with each student's program. After all, the agencies best know employment opportunities, the skills demanded, the training needed, the standards to be met, and the placement potential of each trainee. No school can deny its boys and girls access to such a reservoir of practical information and help.

The adult agencies should have complete knowledge of each boy and girl not later than the ninth grade in school. If, at this point in school, officials and guidance officers of both the schools and the agencies could set-up an intelligent program for each pupil and follow this up with frequent visits and conferences, the goal of optimum employability and salable skills would be more nearly attainable. This is not an attempt to minimize the role of the residential school or to add to the heavy load already carried by adult agencies. It is, rather, a workable plan which, I hope, is worthy of consideration. One of the roles of the residential school in rehabilitation is that of active cooperating partner to any and all intelligently interested groups whose main function is the guidance, training, and placement of the visually handicapped.

Schools for the blind have a responsibility to their boys and girls for their intellectual development. To this end the school must maintain an excellently qualified staff working under the best physical and supervisory conditions. Graduates who express themselves poorly, possess limited reading and writing skills, and have but meager knowledge of the rudiments of numbers, are likely to find most of the paths closed to additional training and employment.

Over and beyond this responsibility for intellectual development, the school has the more important responsibility of being mother and dad. The school can best play the role of parent by knowing and working with parents of its students. The first contacts must be made early in the pre-school years to be most effective—visits in the home, pre-school institutes, letters, reports and brochures are all helpful. From the moment the child first enters school these home ties must be kept bright and warm. Parents should know everything about the school, its staff, their child's progress and the ways whereby they can contribute to his growth. Most pupils of residential schools are at home from four to five months of each year; for the parents and schools to work at cross purposes would be disastrous.

Schools for the blind are responsible in a large measure for the social development of the pupils. This can only be learned through purposeful activities under the guidance of staff members but planned and directed by the students. Student council, hobby groups, music, dramatics, Scouting, athletics, intramural sports and games, church work—all of these and many more develop self confidence, train leaders, teach respect for others, teach good sportsmanship, improve the ability to converse, stress the need for good manners. This is especially true when blind boys and girls are enjoying the companionship of sighted boys and girls.

The place residential schools occupy in rehabilitation then is a very important one. It plays a major role in developing the pupils socially, vocationally, and educationally. By working cooperatively with parents, adult agencies and other interested groups the school can help raise each pupil to his maximum employability.

PREPARING THE CLIENT FOR EMPLOYMENT

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When we ask an Industrial Placement Counselor to place a visually handicapped person, we are asking him to sell the individual to an employer. A good salesman will tell us that success comes from knowing the product and that much time and money are spent on developing this product. Let us do likewise and try very hard to know the applicant and his potentialities in order that placement men may be more successful in selling blind labor.

We assume an applicant is predictable if we develop a good working relationship with him and gain his confidence. Because of this interpersonal relationship it is absolutely essential that he feel free to discuss his problems, vocational or otherwise. We must attempt to set the person as well as ourselves at ease so that he may relate freely. We must catch feeling tones to better understand his personality traits, and his behavior dynamics. However, if we find resistance and are not getting through to his feelings and attitudes, we should look to ourselves and perhaps arrange with the Supervisor for a transfer to another worker who is better able to understand him. Let us face this situation honestly and realize that we cannot serve everyone nor can we please everyone.

Obviously, the needs of an individual are determined by personality traits, family attitudes, motivation, age, environmental factors, age at onset of blindness, degree of vision, static or increasing, surgery completed or yet to come, emotional disturbances, economic security and countless other influences. We cannot say what preparation for employment will be needed until we know as much as possible about the person. The *way* we offer services will make a big difference as to whether it will be a constructive or destructive experience to the applicant. At the present time, the casework process seems to be the most adequate for our needs in counseling. We help the applicant recognize his needs, with an attitude of wishing to help and support him so that he may accomplish his goal. From interviews and, from reports of his past performance we learn how the applicant functions in life situations and his needs which have to be met to make him more employable.

We attempt, even in the first interview, to make a diagnostic evaluation of the applicant on the basis of intellectual, physical, psychological, emotional, social and vocational assets and liabilities. This appraisal may have to be shifted later, but serves as a starting point. What of his physical appearance? Does his dress reflect a disturbed or a well adjusted personality? His reactions are as important as factual information. Is he outgoing or does he tend to live within himself? Does he appear to be in close contact with his environment or does he resort to phantasy? Does he react to his visual loss, with aggression or submission? Has he overcome shock suffered at sudden loss, or does he continue to think of himself as he was formerly. An unusual tone of voice, tenseness, hesitancy, frequently tell us a great deal about hidden anxieties. By pertinent statements, pauses, and a few questions regarding successes, failures, and ambitions we can help the person to analyze his problems and himself. In so doing, we are able to set the stage for counseling and guidance. The counseling, which overlaps into other areas of rehabilitation planning, continues throughout. We must be interested in the person, warm and understanding, hopeful but realistic, and promise nothing until the study has been completed. We should ever be improving our understanding of human behavior and attempt to learn what psychological and emotional forces have arrested or changed the applicants life, for these forces ultimately will determine the success or failure of the placement. If we grasp the dynamics of personality, we are able to get better counseling results. We need to understand defense mechanisms, and the use of them, symbolisms and other behavior mechanisms if we really know the applicant's needs and help him. Interpretation of these problems will help the client to a better

understanding of himself, which is highly essential to basic preparation for successful employment.

In discussion of the need of medical information, and arrangement of the examinations much can be learned about the client. We can observe his ability to follow a plan, as agreed, or does he put it off, or jump ahead? The findings should be so interpreted that the individual can accept them emotionally as well as intellectually. As we talk we should watch for changes in attitudes and behavior. If surgery and treatment have been recommended and we note fear and anxiety in the person, we should help him to accept the specialist's opinion. Our interpretation of the eye report should be given in terms of its usefulness in daily living, travel, and certain job requirements. We should encourage the partially sighted to make full use of the sight remaining, but help them to realize that they have certain limitations in vision. This is particularly true with youngsters wishing to drive motor cars. We must help the applicant to accept his physical condition in terms of assets and liabilities. The prognosis is very important in helping the client and the counselor to understand his problem. We must be cognizant of the fact that an unfavorable prognosis often causes anxieties and nervousness if the situation is not discussed openly with the fears exposed and treated. We must understand the emotional effect of changing eye conditions or the threat of a change and help the person to understand them.

If physical conditions other than visual are present, in some instances we can proceed with planning and placement while the person is undergoing treatment. However, when the treatment must be completed first, it requires a great deal of patience and understanding from applicant and counselor. One applicant in our agency and who has future employment possibilities has been counseled by a most patient worker for more than five years while receiving recommended medical treatment. We all realize that the service must be planned for the benefit of the applicant and in accordance with his need. When prosthetic appliances are recommended, we must encourage the applicant to make full use of them—pointing out the usefulness to him.

Continuing our study of the individual much can be learned and gained by knowing the family and home situation as it relates to the applicant's habits and attitudes. As we know the parent-child relationship is extremely important in shaping the child's personality. We need to know his role in the family—is he important, all-important, or unimportant? We do not approach with the idea of changing the family plan of living, but rather to learn what help we can expect from them in supporting the rehabilitation plan and to understand why the applicant has certain attitudes and behavior. We must understand the attitudes of the parents if we are to understand his child's problems. We would do well to know from the beginning, family cultural patterns. These, of course, we cannot, nor do we have the right, to change. When we visited the home of a twenty-five year old girl some time ago we met the foreign-born mother crying in a highly emotional manner, "Mary *can't* do anything, she is my punishment." Since Mary has been conditioned by this environment for tweny-five years it is doubtful if the feeling of shame and behavior resulting from over protection can be changed by stimulation. We could not have learned in many office interviews what the one home visit brought forth in the way of understanding this young woman. After talking with disappointed and frustrated parents it is easier to understand the lack of confidence and stability in their children—our clients. The Social Service Exchange aids us in finding other agencies known to the families. These agencies are helpful to us in understanding standards of living, work patterns and environmental factors affecting applicant.

Perhaps next to the home in importance as a source of help in case study is the school, especially for the younger applicant. We must understand group behavior, such as the school affords, or we fail to understand the applicant. We find school counselors helpful in telling how the person gets along with students, if he has good study habits, his social adjustment, his interests and extra-curricular activities, his leadership ability as well as his achievements and regularity. If our applicants are attending the school we should contact them regularly if they need our sustaining support. Due to the good work-

ing relationship with our State School for the Blind and the sighted schools in our district we have been able to learn enough about some of the students in the group situation as well as in their homes to have a plan of rehabilitation completed and the student employed a few days or weeks following completion of High School.

If we find that an applicant, attending a sighted high school, is succeeding except in a certain subject, we often arrange for a volunteer to give special help as needed. This, of course, is done with full cooperation from the school counselor or principal and the teacher of the subject in question. If we learn that lack of confidence or some other factor is blocking development, we try to interpret to the parents and student our reasons for suggesting that he attend the State School for the Blind, at least until he has had a chance to accomplish in a handicapped group in order to build self confidence. Later, he might wish to return to the more highly competitive group with which eventually he will live. With the same individual planning, if we feel that a student in the State School for the Blind has sufficient confidence, physical and mental capacity, a good emotional balance, we suggest to him and his parents the advantages in attending his neighborhood high school. In this way he will more quickly become a part of his community, making his friends there before completing school. The experience of meeting the competition in a sighted school is a definite asset in considering employability.

Another source of help to us in preparing the applicant for employment is the psychologist. However, we do not think this service is needed for all. Perhaps an applicant needs physical restoration only to be returned to his original job. Certainly psychological testing would be confusing and not helpful to him. In most cases we ask for specific things, for example, the state of the applicant's mental health, his emotional adjustment, does he do quality or quantity work, does it improve or become worse? Knowledge of how he uses his intelligence is much more meaningful to us than merely a report of his mental capacity. We use these findings to help the applicant better understand his ability, aptitudes and interests. The psychologist can advice whether to use the applicant's interest in some particular field in a vocational or avocational way. A neurologist or a psychiatrist can often be of help in determining whether a deep-seated emotional problem can be treated or if the client is not feasible for rehabilitation services.

After our appraisal based upon a variety of information regarding applicant is made, we must attempt to help the whole personality with the problems that were revealed to us in parts. It is a good plan to re-evaluate in terms of what services are needed to round out the areas found underdeveloped and to attempt to stimulate growth which has been arrested. We should not expect perfection, but we should strive for a balanced personality, functioning at maximum ability, and deriving satisfactions from life. In vocational guidance we must encourage the applicant to give suggestions as to what type of work he would be most suited in terms of his abilities and assets as he sees them. If it is confidence he lacks—especially with the newly blinded, the home teacher can be of inestimable help in establishing confidence through aiding the applicant to achieve. Later the counselor can help, always on the level of the person, and at his own speed. We must strive for social acceptance for it is closely tied in with vocational success.

We think it is important to point out that mental health, confidence in ones self and in others can be acquired. If the applicant sees the need for developing mobility we should arrange for instruction and practice in cane technique. We feel that this gives good mental orientation as well as the physical travel. However, the applicant must himself feel the need to learn travel. In planning with a totally blind, aggressive teen aged student (who had been without sight for about two years, but had managed without a cane) for his first year at a large State University, we suggested the usefulness of a cane in learning the campus. Understanding this personality and considering his age, we were not too surprised when he did not accept the suggestion.

If a better social adjustment is needed for employability, we should help him to select a plan recreation and group activities which we feel might fill his needs. Realizing that a social outlet for some is accomplished by meeting a few choice friends at lunch rather

than being entertained by a variety show, we must be sure we know just what is the need of the applicant before we start planning. However, we should always guide toward wholesome and satisfying recreation.

If the person is extremely shy, and because of this might fail to get along with fellow workers in an employment situation, we should try to help remove the condition if possible. It might be well to plan training at an Adjustment Center if we cannot help him in his home.

In arriving at a Vocational objective, we should anticipate the inevitable guidance that comes from friends, relatives, school programs and others and should prepare the person to evaluate such information and accept it in much the way that he would accept a home remedy for a serious illness.

If training is needed to qualify the applicant for a job for which he has ability, it should be planned with as much responsibility going to the person as possible—perhaps start by having him explore the field. We must ever bear in mind that physical or economical dependence does not necessarily mean psychological dependence. If we find that the training plan is not what we had hoped, or that the vocational objective has to be changed let us be flexible enough to admit our error and not penalize the client by forcing him to complete it. We will find that some applicants, more or less disturbed will need periodic encouragement while in training. Others more capable and self-sufficient will not. If a person is apt to be critical because of dissatisfaction with himself, encourage him to come into the office for a talk until he develops confidence in himself and will not need to criticize. This might later save a placement.

When the applicant's needs have been met as adequately as possible and he is considered ready for employment, we should prepare him for a transfer to the Industrial Placement counselor by advising that the new worker will help him complete his objective. We must have a matured, professional attitude in this situation, realizing that each worker is a specialist in his field and has a service to render. We should work as a team with the applicant in the center. The Industrial Placement Counselor should discuss the case as well as to read it since it contains our evaluation as well as factual material. We should endeavor to not oversell the applicant to the placement men. From time to time, while a placement is being attempted and after having done so, it may be will for us to discuss the progress of the applicant with the placement counselor. It may be that new developments will require more counseling. For we realize that much responsibility for the results to the applicant is dependent upon a real cooperation between the two counselors.

ADJUSTMENT CENTERS AND THEIR CONTRIBUTIONS TO THE EMPLOYMENT OBJECTIVES

* WILLIAM L. DAUTERMAN

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Before we try to specify the contributions adjustment centers can make to the employment objective, perhaps it would be well to define what we mean by an adjustment center. At the present time the existing adjustment centers differ notably in several important characteristics. They range from very large to very small, from full time to part time operations, from extension work of a school for the blind to units offering special services to adults only. In addition to these general differences, there are innumerable less significant points of divergence, but equally important.

Nevertheless, we all expect certain minimum services and benefits to be available to clients upon attendance at an adjustment center. Perhaps we can agree upon some minimum standards to be achieved by each center offering adjustment service defined as follows:

A. A diagnostic facility wherein the total person is tested, observed and evaluated using the techniques of social work, psychology, psychiatry, physical medicine, occupational

* Visually Handicapped.

therapy, recreation, education, business, and industry, so that the client and worker will know and understand the existing potential for a satisfactory adjustment to living.

B. A training facility offering instruction in special skills useful to the blind—grooming, travel, communication, the correct use of common tools and special tools and aids for the blind, occupational information, and social skills—briefly then to give instruction in meeting the needs of daily living without the convenience of sight.

C. A place wherein the physical and social environment constitutes an optimum climate for the facilitating of adjustment to life with impaired vision or without sight, through a better understanding of ones physical, emotional, and intellectual capacities. The acquisition of new skills, the development of insight, the development of independence, the stimulation of physical reconditioning, the acceleration of acceptance of blindness, and the adjustment to the concept of self as a blind person are specifics with which the center can assist in the maturation of the new personality requiring reorganization around the physical fact of blindness and the psychological death of the self-concept as a sighted person.

The vocational counselor may look to the adjustment center for more complete diagnostic information than he is able to obtain in the field. Living with a client for a period of weeks or months gives the center staff a better opportunity to observe behavior and to detect the presence of all kinds of abnormalities. With the aid of their professional consultants, deviations can be investigated, defined, and frequently remedied. The investigation of deviations is a part of the exploratory process through which the center will accumulate a knowledge of the client's limitations and his capacities. The defining of these areas of performance will form the basis for planning remedial work in physical restoration, pre-vocational training and vocational training or an employment objective. Although some components of the client's personality will not be modified by his experience at the center, at least the employment counselor will have specific information concerning assets and liabilities as they are related to fitness for employment.

Since the adjustment center is not a vocational school, adjustment training or pre-vocational training is their contribution to training for employment. The terminology implies a tendency on the part of blind people to need help in adjusting to life without sight. The placement counselor and the client may reasonably expect the center to assist in making the very best adjustment that is possible for each individual. Before employment can be considered as a feasible objective, the client must have learned to know himself as a blind person with certain limitations and with many capacities. In addition to assisting the formulation of a realistic self-concept, the adjustment center must actually give instruction in techniques designed to enable blind people to meet the needs of daily living. Personal hygiene and grooming are the first basic steps in learning to take care of ones own needs and meet social requirements. Acceptable methods of eating and standard procedures for handling incidential social situations are probably next in importance. The adjustment center can also develop the ability to get along with fellow workers on the job. Many blind people do need guidance and practice in learning to maintain a give and take relationship with supervisors and equals as opposed to a habitual role of dependency. When adjustment is achieved the resistance to authority and unnecessary aggressive behavior is usually not present. Briefly then, the adjustment center can contribute to the employment through improving social skills of the client.

Specific training is available to enable the client to meet his travel needs. The adjustment center will strive to develop travel ability in each client to the extent that the client is able within a wide margin of safety. No pre-determined level of performance can be established which all clients must achieve. The clients motivation, his fears, his sensory equipment, his alertness, and his practical need for independent mobility are all factors which determine the amount of training offered and the level of achievement to be desired. In some cases it will not include the ability to go from the home to the job alone. In other cases the objective may be independent mobility whenever and wherever circumstances demand. The minimum requirement is probably that the client have the ability to enlist aid when necessary and

that he can get to and from the job promptly without imposition.

Communicative skills such as braille, typewriting, and handwriting also may be an important contribution to the objective of employment. These skills are usually offered in the center to those who can benefit from instruction and to those who are sufficiently motivated to pursue the development of skill.

For many their initial contact with common hand and power tools is at an adjustment center. Although time does usually not permit the acquisition of salable skill, a basic knowledge of the use and care of such equipment is felt to be invaluable as preparation for training or employment. It is hoped that clients so introduced to basic tools and equipment will pursue the use thereof in meeting some of their own needs around the home as well as adding to their fund of occupational information.

In summary, the contribution of the adjustment center to the employment objective is in developing basic skills in the client, in making him aware of the possibilities for a full life as a blind person, in reactivating him physically and generally bringing him up to the best possible condition for employment. Concurrently with the development of the client, the diagnostic procedures point up vocational areas of promise and provide a scientific foundation for vocational planning.

THE RESPONSIBILITY OF THE INDUSTRIAL EMPLOYMENT COUNSELOR TO THE CLIENT AND TO THE EMPLOYER

* VERNON L. HULL

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Some months ago a friend of mine checked into a hotel in the deep South late one afternoon and, after getting settled, went down to the dining room for dinner. When the colored waiter came over to him, he was sitting at the table near the door with the menu spread out in his hands.

"Can I help you, suh?" asked the waiter.

"Just read this menu for me, if you will," said my friend.

"You know, I'se sorry, suh," said the waiter, "but I des as ignorant as you is."

In venturing to speak to you on the subject of the industrial employment counselor's responsibility to the client and to the employer, I must confess I feel a good deal like the waiter in the story. However, I do appreciate this chance to share with you some of my own confusion.

Such success as I may have had from time to time in dealing with clients and employers I am inclined to attribute to an earnest conviction that both clients and employers should be treated as though they were people. I must admit there have been times when I doubted this. I shall probably have occasion to doubt it again. Once or twice I have even wished, a little wistfully, that they would treat me as though I were human. On the whole, however, I think my failures can best be understood in terms of sometimes forgetting this basic principle.

One day last fall as a client of mine was leaving the plant at which he had been working for the past month, his foreman called him over and asked, "How do you like your job by now?"

"I don't," said my client.

"Why don't you quit, then?" asked the foreman, and he did.

Employers, themselves, sometimes have a way of tossing monkey wrenches into our plans for the solution of their personnel problems. It is only a few weeks, for example, since I thought I was on the point of making a successful placement in a wood-working plant. I still think the job I had picked out was a good one, but at the last minute the head of the company, who had authorized a plant survey at the beginning of our abortive relationship, reversed his position and decided not to approve the actual placement.

After listening to three-quarters of the first sentence of the careful little speech I had composed for him, he cut me short with: "You almost persuaded my superintendent to do something which I regard as a mistake. I don't want to have anything more to do with this. Do I make myself clear? Good day!"

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* Visually Handicapped.

The point I should like to make is that, in my opinion, neither of these situations need have turned out the way they did, if only I had sufficiently taken into account the human element and known what to do. The unpainted, weather-beaten truth of the matter is that the most effective rehabilitation workers in the country have, as yet, hardly more than scratched the surface of the problem.

Then why are we so often surprised when our clients behave like normally-seeing people and do the same foolish things that normally-seeing people do? The reluctance of a client to accept the first wild-eyed scheme proposed for his rehabilitation is not necessarily proof of original sin. Within his frame of reference the plan may, indeed, make no sense at all and, knowing the client better, perhaps we would never have made the proposal. This brings me to a matter which I don't think can be emphasized too strongly: the importance of knowing our clients as fully as possible and understanding their point of view. Each of us has a concept of himself, the product of his total previous experience and susceptible to change in the light of new experience, and it is this self-concept which largely determines our behavior. Generally speaking, we do those things which enhance the concept we have of ourselves and avoid those things which threaten it. Intelligently administered and, just as important, intelligently used, psychological tests can be a real help in gaining this essential understanding not only of the capacities but also of the attitudes of our clients. They are only one of our tools, of course, and beyond a certain point there would seem to be no effective substitute for good, hard case-work. Seen from this point of view, the behavior of the client who quits his job becomes understandable and even predictable in a degree proportionate to our understanding of the client. At the moment I am thinking of two boys who were close friends and who were placed with the same company within a week of each other. Over-compensation for his feeling of insecurity had made the second boy something of a "smart-alec" and an exchange of bright remarks with an inspector who had turned back some of his work led to his eventually quitting his job since this seemed to him the only means of escaping a new and heightened sense of threat. Seeing himself as a person who is loyal the first boy, who had had no problems at all up to this point, decided to give up his own job out of loyalty to his friend. When he went back to work a few days later it was out of a larger loyalty to the blind as a group.

If a client fails to react toward a situation with the same intelligence as yourself, it may be that he lacks the same intelligence or at least the same breadth of experience on which to base his conclusions and that you have failed to prepare him adequately for the decisions he must make. Too often, I think, we expect to accomplish in a single interview what can only be accomplished with months of patient effort. Seek hidden and unspoken motives for your client's behavior. He probably won't tell you everything of his own accord, but if you ask the right things in the right way there is almost nothing you can't find out.

To have any success in influencing client behavior it goes without saying that we must deny ourselves the luxury of personal feelings. A display of annoyance at the obstinacy, ignorance or seemingly willful perversity of your client only complicates instead of facilitating the solution of problems. Very often it is merely the person with the greater frustration tolerance who comes out on top. Make it easy for your client to do so, certainly, but wait until he himself has admitted he is mistaken—and then help him to realize he is not alone.

"I feel like a damn fool, quitting and then going back to work," said the boy I was talking about a while ago.

"Maybe so," I told him, "but at least you aren't the first one."

Clients who create problems for us are most inconsiderate, to be sure. Let me go on record, however, as opposing the notion accepted in some quarters that the docility of a client is, in itself, a good reason for placing him. "So-and-so has been *so* patient," we sometimes hear it said. "Why don't you give him a chance at a job?" My feeling about this is that we should never let our heart get the better of our head—nor statistics, either, for that matter. Only by placing people who can do jobs on jobs they can do well and want to do can we build a sound program of

vocational rehabilitation for the blind.

Beyond this, we have the responsibility, I think, to place our clients at the highest level of which they are capable, consistent with the opportunities of the area in which they live or to which they are willing to go. And while we are about it let's be honest with ourselves, our clients and our employers. Let's point out the unattractive as well as the attractive side of the jobs we find. Intellectual dishonesty, I am convinced, is the root of many of our problems today and it is nothing more nor less than intellectual dishonesty to sell a client a bill of goods. Since the number of people we have working is considerably more important than the number of people we have placed, it even looks to me like a good idea to test the sincerity of a client's interest in his job by making it easy for him to turn it down—better to have him turn it down in advance than a couple of days after he has started to work. Don't make promises you may not be able to keep, and don't misinform a client for the sake of getting him to do something you want him to do.

If it's intellectual dishonesty to sell a client a bill of goods, it's unsound salesmanship of the most dangerous kind to sell an employer a bill of goods, or to let him do so. Know your jobs and if the occasion arrives protect the interest of the employer by eliminating jobs not practical in all respects—or against the employment of an unsuitable client in whom the employer may have taken an interest. Have the moral courage to make whatever unpopular decision may be involved in removing from employment a client who, after a fair trial, has still failed to meet standard production requirements. On the other hand, make sure your client gets a fair trial. If there are factors in your client's background which may be a source of trouble, you had better be the one to tell his employer about them. Face facts squarely. Don't be a hit-and-run placement man like one or two I have known who were afraid to go back to a plant because something might have gone wrong. Keep alert to potential sources of trouble for your responsibility to the client and to the employer has just nicely begun when you have the man on the job.

When all is said and done no matter how careful you are, you will still make mistakes and when this happens, be willing to forgive yourself.

THE EFFECT THESE RELATED SERVICES HAVE ON THE CONTINUOUS EMPLOYMENT OF THE BLIND

MISS ELIZABETH J. KUCK, General Supervisor
Special Personnel Services, International Harvester Company, Chicago, Illinois

All of us in this room are interested in the development of programs which will provide opportunities for visually handicapped people to lead a fuller and more complete life. The success of these programs in America depends not only upon society recognizing the right of the handicapped to work for a living, but also upon their being given a chance to work.

The employment of the handicapped is not the responsibility of any one group, but of all groups. Getting all groups to cooperate is the biggest challenge your services have to face. A continual sales job must be done in this area.

For years we have heard about the scarcity of manpower resources; first one city and then another has been designated as a critical area. Employers talk about scraping the barrel. All too frequently, though, manpower resources in the form of qualified handicapped workers go untapped in the labor market. If properly employed, such handicapped workers represent a sound investment. Dividends appear in the form of bolstered morale, improved absenteeism, and in many cases increased production.

Over the years, industry has generally done a good job of taking care of and making the proper placements of employees who became handicapped while in the employ of the company. For years, though, industry was wary of hiring handicapped people as new employees. Fear permeated industry's thinking: fear of further injury to the man himself; fear of inefficiency in work, and fear of possible future financial claims.

Today that thinking has changed in many

places, some of it as a result of your activity. We know that many companies are cooperating in doing their part today in the employment of the handicapped as new employes. The International Harvester Company is one of these.

I should like to tell you briefly about our program at Harvester and about the cooperation that some of your members have given us in the operation of our program. In telling you about it, I do not want you to feel that I think it is a perfect program and that we have gone as far as we can. I would be the first one to tell you that there is still room for improvement; however, we have made advances.

First, you might be interested in the fact that today we have over four thousand handicapped workers here in the United States on our payroll. This includes many different types of handicapped such as paraplegics, amputees, deaf mutes, heart cases and many others.

Naturally, you are more interested in the number of visually handicapped. We have 11 totally blind and five hundred industrially blind.

Now, what is necessary in a company to establish a program for the employment of the blind?

One: You must have your top management sold on the idea. This is one place where your services can accomplish a great deal. Once you have enlightened thinking on the part of the top management, then you have to have the cooperation of many people down the line to see that that thinking is carried out. In Harvester, we have a general policy which states that a company has an obligation to the general public and especially to the community in which it operates. Needless to say, this infers an obligation to consider qualified handicapped workers within the communities where we operate. We do feel, and I think you will agree that we should, that our first responsibility is to our own employes who become handicapped during the course of their employment. Once these are taken care of we can consider employing handicapped as new employes.

Two: Where pre-employment physicals are given, it is necessary that a company have a sound, but perhaps somewhat liberal medical policy. In Harvester, instructions are given to all medical examiners that "if an applicant otherwise qualified for employment is physically fit to do the work for which he is being considered without danger to himself or his fellow workers or the equipment, he may be employed." It further states, "it frequently happens that a man with a considerable physical handicap will, when properly placed, make a valuable employe."

Three: One of the most important phases of the program is the survey of jobs in the shop that blind can handle. This requires the cooperation of the employment department, the foreman, safety department, and in many cases the training department. Again at this point, the rehabilitation services can render valuable assistance to industry in helping to survey the jobs. We have found that this is especially true if the person with this service is a blind person. In practically all cases, we have had a blind person select the jobs on which we would later use blind workers.

Policies and programs are of little value unless you put them into operation. That is what we have tried and are continuing to do in Harvester. The program really took on reality as World War II grew to a close and some of our people began to think about placements for returning Harvester veterans who might be visually handicapped. At this time, we have one very unusual and competent person working for us who is blind.

Maurice Hull had been with the Harvester Company for many years before losing his sight. He had handled many important management positions. After losing his sight, it was thought that he should be placed in an office job and was put on selective service work at our Milwaukee Works. It was thought that he should not be out in the shop. Here we have an example of management's fear. They were afraid that something might happen to Hull if he was assigned to work in the shop. Hull, however, did a great many things outside of work such as remodeling his garage, repairing his car, etc. Gradually, stories about what he was doing began to trickle back to the works' management. They finally decided that he should be allowed in the shop and they gave him space and facilities in which to work. They told him to try anything he wanted to within the shop. He got various parts and assemblies from the shop on which

sighted people worked in normal production. He studied them and finally chose four as the ones he wanted to try. He took apart and assembled these jobs analyzing each movement. He designed bins and fixtures for the parts; he made tools and fixtures out of cardboard and the tool room reproduced them in metal for him. He worked out all details of the assembly stations. The use of the equipment that he designed is not limited to the blind. As a matter of fact, his methods have been adopted by the works for use by sighted people. In his special machine shop, he can train other blind men to do the work he has laid out.

I tell you these things about Hull so you will understand why we used him for our survey work and the training of one of the Harvester veterans who lost his sight in service. This young man had worked at our steel mills before going to war. Naturally, the company was quite concerned about what kind of job they could find at the steel mills for him. They called upon Hull to investigate. He went to the mills and examined all the jobs that a blind man might do. At that time the company was buying replacement segments for electric controller devices. Hull decided that these could be manufactured at the mill and that it was something that a blind man could handle. Hull set up this job and before the veteran ever came back to the mills his work shop was equipped and ready. When he reported for work he was sent to Milwaukee for four and one-half weeks of training by Hull. At the end of that time, he returned to the Wisconsin Steel mills and returned to work on his own and has done an excellent job in making these segments. His attendance has been good; morale in the mill has benefitted; he has prospered and the mills have saved money through reduced costs of manufacturing this product themselves.

Hull has continuued his training at Milwaukee. One of his pupils works out in the shop on a production job on a piece work basis and almost from the start after training he has made his quota.

To Milwaukee Works goes the credit of initiating this program, but to our newer plants goes the credit for recognizing their responsibility in the community and of carrying on the program. Such plants have been able to employ visually handicapped people as new employees without first having to consider older service employes.

At the present time at Memphis, we have two blind drill press operators. These placements have been made in cooperation with the rehabilitation services. The survey of jobs within the plant was made by a blind man from the service; he did an excellent job. As a result of that survey, Memphis Works employed two blind drill press operators who had been selected by the service to handle the jobs which they had recommended be handled by blind people. These are production jobs on a piece work basis. Both men compare favorably with other workers. They make their quota and as far as absenteeism is concerned, they have had less than the average worker. Our industrial relations manager has been full of praise for the fine survey job that was done by the service and for the excellent cooperation they have received from the start from the rehabilitation office.

Now I should like to tell you about our Louisville experience. Perhaps I have saved the best to the last.

Much of the credit for starting the Louisville program must go to a gentleman seated in this room, Mr. Charles Cox. It was he that performed the necessary sales job. After the opening of our Louisville plant, Mr. Cox contacted our industrial relation manager regarding the placement of blind workers at Louisville. He met some resistance. Our industrial relations manager has told me that when Mr. Cox first discussed the matter with him he was opposed to the idea. He was fearful of what the consequences might be if a blind person was employed in the shop. Mr. Cox is a good salesman, though, and before the interview ended he had convinced our industrial relations manager the idea deserved consideration. The industrial relations manager finally agreed on the basis that Mr. Cox would arrange for union approval. This took him a little longer, but he was finally able to clear this hurdle, also.

The first blind worker was employed in the machine shop on a burring operation which is set up on a piece work basis. This young man has done a most satisfactory job and was recently upgraded and reclassified as a drill press operator. About a year later, the

plant was in a position to consider the employment of another blind person for work in the foundry cleaning cores. He too is highly respected for his work performance.

I am happy to say that Louisville has now added a third blind person to their payroll. I am sorry to say that it is at the expense of the rehabilitation service because that individual that we have employed is Mr. Cox who has recently gone to work as a tool grinder. You can see the kind of selling job that Mr. Cox did. He not only sold the idea of employing the blind, but he sold the company on himself as well.

The story of Harvester would not be complete without my mentioning one bad experience we have had in employing a visually handicapped person. I mention this only because I believe it high lights the importance of dealing with the rehabilitation service or at least seeking the advice of a specialist in the field. We employed a blind girl for dictaphone work. She was referred to us by some outside business contacts who meant well, but unfortunately were not sufficiently competent to decide on this girl's readiness for the business world. I know the service was concerned about our employing her because after we had hired her they called me. I want to say that we definitely made a mistake in employing her; she is no longer with us, but the scars remain. It will take time before we can place a blind person in that spot again. When we do, though, let me assure you, we won't without first checking the service in on the employment.

In conclusion I should like to say that there are other plants in Harvester employing visually handicapped; time will not permit a discussion of their experience in detail, but let me say that in most cases the blind are doing a fine job. I know that we at Harvester feel that there is definitely a spot for the visually handicapped in industry; that they represent a source of manpower and if properly placed do an excellent job.

We feel that the rehabilitation services have been of great assistance in the selection and placements of our blind workers and we look forward to continued cooperation with them and to the continuance of the program within Harvester.

PUBLIC RELATIONS AND PLACEMENT

* NORMAN M. YODER, Counselor
Rehabilitation Services for the Blind, Columbus, Ohio

We who are engaged in counseling and placement of the visually handicapped are participating in big business. When one takes into account the total of the sums contributed by federal and state governments to work for the blind, one realizes that we operate on a good-sized budget and on a nation-wide basis; however, unlike most big businesses, we pay little attention to our public relations as related to the distribution of our product; namely, blind labor.

It is true that the Federal Government and the several states publish pamphlets, bulletins, and, in some instances, magazines; but, unfortunately, the major portion of this material goes to people already engaged in the same profession. If we are to develop and to sell a marketable product, we must consider the matter of public relations.

Since we are dealing with a human commodity, our first effort should be directed to the cultivation of a good relationship between the applicant and the agency. Unfortunately, as professional workers, we are oftentimes given over to the idea that we are tin gods on a pedestal, issuing edicts, orders, and regulations governing an individual's life. As the counselor, if the individual fails to accept our proposals or suggestions, we tend to ridicule him and to tag him as "unco-operative"; with the net result that we produce no more than a warm antagonism between the applicant for service and the person giving that service.

Remember, the applicant for service is the raw material to be processed as a unit of labor to meet the needs of an employer. The success with which that process can be undertaken and completed is entirely the responsibility of the counselor and or placement officer. Public relations with the client begins when the counselor or placement officer wins

* Visually Handicapped.

the confidence of the individual; not by making vague promises of placement in the immediate future, but by sitting down and talking over employment possibilities with the applicant. We can best secure his co-operation and his respect by interpreting to him the various fields of employment which may be opened to him if (1) he is willing to accept orientation or adjustment, if needed, (2) if he is willing to employ skills already attained in previous employment, either before or after blindness, (3) if he is willing to be trained for a new occupation in the light of and in line with his disability, (4) if the final decision in making the selection of his vocational objective is that of the client and not the desire of the counselor.

It is our opinion that, with this type of approach to the applicant, we have begun the process of converting the blind individual from a raw-material stage to that of becoming a finished unit of labor. That process may take days, months, or even years, depending on the physical problems which may have to be overcome or on the type and length of the training needed. It would be stupid for anyone to claim that rehabilitations, per se, can be completed within sixty or ninety days, or six months. We who are engaged in rehabilitation work are actually operating a job shop in which every client becomes a specialized problem requiring special techniques and application of tooling to make him a useful unit of labor.

We believe that there are three fundamental principles involved in the rehabilitation of any disabled person, whether he or she be blind, an amputee, a cardiac case, or a paraplegic. These principles are: (1) The desire to achieve must be innate within the applicant. (2) That desire to achieve can be kindled and developed by the tools made available through the rehabilitation agency and, more especially, through the understanding, the interest, and the efforts of the counselor or placement officer. (3) The third principle is community acceptance of the visually disabled person as a unit of qualified labor. We feel that most rehabilitation agencies devote little or no effort whatsoever to this latter point; and yet, without community acceptance, the first two steps in completing the rehabilitation of a visually handicapped person are defeated.

What, then, is the definition of public relations as it relates to the business in which we are engaged? And, secondly, what are the channels open to our agencies for the development of a public-relations program within the limitations of a budget or, for that matter, without any budget whatsoever? Let us first examine the definition of public relations.

We believe the definitions can be boiled down to two: first, propaganda, with the connotation that it is for evil; and second, public education, with the implication of an element of sugarcoating. Perhaps we should adopt the latter, inasmuch as we are engaged in public-education activities, and perhaps the public does need sugarcoating. What, then, are the channels of public education, or public relations, open to an agency? They are (1) newspapers; (2) radio; (3) television; (4) public demonstrations of the activities of the blind; (5) the use of members of the professional staff as speakers; (6) independent pamphlet or magazine publication, and (7) acceptance of committee assignments, provided that such assignments are on committees functioning in behalf of and in the interest of disabled people. Let us take up each of these categories and analyze its utility as far as an agency for the blind is concerned.

The newspaper is a primary source of publicity or public relations. A news feature dealing with a disabled person successfully performing a task is always news worthy. One may contend, of course, that this is pure exploitation of an individual's disability. We disagree with this philosophy. A successfully employed person, be he visually handicapped or otherwise disabled, is good copy. It has been our experience that an individual should be approached on the basis that his success carries a two-fold implication: (1) It serves to tell other employers that "it can be done"; and (2) it serves to tell similarly disabled people that there is an opportunity for them to become employed. If the individual will permit the use of his picture, his name, and the facts pertaining to his successful employment, such a story should be prepared and channeled to the newspapers in his community. Wherever possible, the agency, or a member of the agency staff, should be identified with the success of the individual; if, that is, the agency has participated in train-

ing, physical restoration, the purchase of a prosthesis, or in any other service. This type of publicity can be developed without cost to any agency; but, of course, it must involve the co-operation of the client.

In the second place, a well-prepared news story—accompanied by a map or glossy print—of a placement officer going into the several communities of a state or district is always good newspaper copy. It identifies him and his activities with the work of the agency; and, in areas where there is a weekly newspaper, this type of copy is always accepted and serves to introduce the professional staff member to the community.

In the opinion of many, the radio is becoming a somewhat obsolete means of publicity or advertising; however, an agency engaged in the service of the blind, especially in vocational rehabilitation and placement, should use this facility whenever possible. Radio stations prefer to have their programming in thirteen-week blocks; and it is not a difficult matter to develop thirteen fifteen-minute broadcasts on work for the blind. We offer, for example, the following outline: (1) a general discussion of the employment services available to the blind in the state; (2) a program dealing with the causes of blindness, control of blindness, care, etc.; (3) a program with labor representatives discussing the attitude of labor organizations on the employment of the blind; (4) a program dealing with the industrial placement of the blind, involving the appearance of an employer and a client placed in the employer's plant; (5) a program on agricultural activities of the blind; (6) a program dealing with business enterprises; (7) a program having to do with vending stands and allied areas of work; (8) a program on home industries; (9) a program on the blind in the professions; (10) a program on clerical skills such as office work; (11) a program on orientation and adjustment; (12) a program on the musical activities of the blind; (13) a general summary. We hasten to point out that this is merely a rough outline of program possibilities.

Further, in the development of radio publicity, we have transcriptions made available by the Federal Office which constitute good radio programing. If your agency contacts a radio station with a planned series of programs, with one individual designated to be responsible for seeing that the participants are there at the scheduled times and also responsible for getting copy to the station in advance of the broadcasts, it is not impossible to secure time free of charge.

Television affords the publicist the greatest opportunity to combine the audial and the visual techniques of putting across ideas. Because this is a new field, and because time is still at a premium in many areas, it is difficult to secure an allotment of TV time. We do not suggest that an agency endeavor to stage a television program other than by the use of acceptable film. The problems involved and the cost of the staff render this out of the question; however, televeision stations are glad to schedule sound movies if they approximate the break-down times of fifteen minutes, thirty minutes, or an hour. We have used such productions successfully, and we feel that his channel of public relations should be explored to the utmost.

We now touch upon one of the most controversial means of achieving public education as it relates to the employment of the blind; namely, public demonstrations. We are sure that there are many who will contend that it takes too much staff time to secure equipment, material, and personnel for such exhibits; yet, if such exhibits are scheduled for meetings, conventions, and state fairs, think of the thousands of people who will see them, who will stop and look, who will ask questions, and who may take away with them something in the way of education. Remember, it is just as important to educate the potential fellow worker in regard to what a blind person can do as it is to educate the employer concerning his skill. If those who are working on the line next to a blind person cannot accept him as an individual able to function on the job, that individual will have a tough way to go in the plant. A few suggestions for such demonstrations are: meetings of personnel associations, meetings of safety engineers, meetings of vocational teachers, and conventions where the manufacturers of power equipment are gathered. Every time a visually handicapped person can demonstrate his or her ability to perform on a job, whether using power-driven equipment or otherwise, such a demonstration becomes a source of conversation, of comment,

and, most important of all, a source of consideration.

In discussing exhibits at our state fair, we must again refer to personal experiences. Our agency undertakes, each year, a somewhat extensive program of exhibits of various work activities of the blind. The first few years, we thought it was wasted effort; but, as a result of our exhibits, we are getting referrals of visually handicapped people, we are getting employer inquiries, and, at least to a limited degree, we are educating litearlly thousands of the fellow workers of the blind throughout the state. We believe that the effort is well spent, although occasionally it becomes wearing on the staff. It is not difficult to assemble material and equipment for these demonstrations, as the manufacturers of equipment are always willing to loan it if given credit, and material can generally be secured if ingenuity is employed.

Undoubtedly all of us have had the experience of being assigned as a speaker to a Lions Club, a Ladies Aid Society, a Kiwanis or a Rotary Club. These assignments are not always pleasant; yet, here again, we are building public relations in the sense that we are advertising the work of our agency; which, if you recall, is the manufacturing plant through which the unskilled, untrained blind person passes and becomes a finished product, a unit of labor. If, through such assignments, we can educate a few people and, at the same time, build the name of our agency as a reputable source of services for the blind and as a reputable source of trained blind people, we have accomplished our mission in this area.

The publication of magazines, pamphlets, and documents generally involves writing, editing, and finding a source of paper and a printer. This means of publicity can become expensive if one goes in for pictorial aids, etc.; and, when everything is considered, it probably yields the least results of any form of advertising.

We who have been brought up in an era of newspapers, radio, and television have become essentially lazy. We do not like to read pieces which are lengthy and which must be read to their conclusion if the full substance of the article in question is to be absorbed. We will read material if it has a newspaper slant, with the essential facts in the first paragraph or two, or we will observe if there is action or if we can listen to an explanation.

If the agency wishes to make maximum use of the writing capability of one or more members of its staff, we suggest that articles be prepared for trade journals, trade papers, etc.

Finally, we come to the matter of participation on committees dealing with work for disabled individuals, such work leading to greater public education. We believe that it is the responsibility of each staff member, if so assigned, to devote the maximum amount of time he can to making the committee a functioning group. We suggest that if such a committee has for its sole purpose that of being a committee in name only, the staff member should submit his resignation immediately. Such a committe isn't worth fooling with. While it may be dangerous to make such a statement, we feel that the NEPH Committee, in many instances, is approaching this useless category.

Public relations is public education with some sugarcoating; but a sound program of public relations directed toward the disabled applicant and toward the community in general, will pay off in more and better placements. Such a program can be developed with a minimum of cash outlay and a minimum of staff time if planned intelligently, and with a maximum in results if the program is layed out intelligently and is followed through consistently. If we are to be processors of of units of production, and if we agree that we are now big business, then let's advertise in a sensible and sound manner.

THE PLACE OF A HOME TEACHER IN A REHABILITATION PROGRAM

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If this subject has about it the nature of a controversy, let us recognize at the outset that it is simply a question of what positions the Home Teacher should play on the team. The monumental needs of any blind community—from initial loss of vision to final adjustment to best potential—eliminate any question of insufficient work load for all involved. Moreover, we must agree that no single agency could adequately handle these needs without including among its services those generally carried out by Home Teachers and Rehabilitation Counselors respectively. The idea is to maintain that balance of duties and coordination which will allow the agency to provide a maximum of efficient service.

As is the case with any social work problem, there is an imposing variety of facets to this one. Nevertheless, the weightiest factor influencing the role of a Home Teacher in a Rehabilitation Program is the size of that program. A large agency loaded with Rehabilitation personnel can afford to divide and assign, among that personnel, practically all responsibility pertinent to Rehabilitation. Under these circumstances, the Home Teacher's duties will be restricted in large measure to those of an instructor in a home situation. The greater majority of our agencies, however, must contend with all the problems arising from limited personnel and facilities. It is under these latter conditions—where resources must be extended to the utmost—that there exists the greatest need for determination on this subject.

Under any conditions short of a large agency situation, in fact, your narrator would suggest that the following basic services can logically be incorporated into the operational responsibilities of the Home Teaching Section of an agency.

Referrals

The Home Teaching Section of an agency can serve as the initial control point and clearing house for referrals. Under this system, all referrals of whatever nature to the agency are cleared with this section at the outset. The Home Teacher makes the initial contact and takes out the basic identifying data. If the referral appears feasible for rehabilitation, this information is passed on to the Rehabilitation Section by means of an intra-agency transmittal system. There are three advantages to this:

1. Through having to acquaint himself with all phases of his agency program, as well as with all potential sources of referrals, the Home Teacher will accumulate knowledge which will pay dividends in a better presentation and more comprehensive service to his clients;

2. The Rehabilitation Counselor will be relieved of initial contact procedure, which in turn will allow him to devote a greater proportion of time to those factors relating more directly to objectives, i.e. physical restoration, training and placement;

3. There will be no transmittal confusion in maintaining the register of the blind. This last point leads logically to the next function.

Blind Census

An indispensable guide-post to agency development is a register in some detail of the blind population within the area it is serving. Breakdowns of factors made possible by such a register should influence the course of every section of that agency, including the Rehabilitation, Vending Stand, Homework and Workshop Sections. Due to the more intimate nature of his services, and particularly if the referral system mentioned above is in operation, the Home Teacher will invariably make contact with more blind individuals than the Rehabilitation Counselor. He and his section are, therefore, the logical choice to maintain this register, and to formulate and transmit statistical breakdowns requested by other sections of the agency.

Promotion

It follows that if the above two functions are put into practice, your Home Teacher is

* Visually Handicapped.

going to be a well informed person. In the natural course of events, he will contact public and private agencies of all types, service clubs and organizations, educational institutions, members of the medical profession and interested individuals. It should naturally fall to his lot, then, to promote the program through establishing cordial working relationships wherever possible, and disseminating knowledge of his agency's services on every feasible occasion.

Orientation

In our work the topic of personal and social adjustment is a popular one at the present time. Whatever is spoken or written on the subject, the basic fact will remain that no individual will take his first voluntary step down the road to adjustment until some other individual has recognized his needs and gained his confidence. The Home Teacher—again due to the foundational nature of his work—is in a most favorable position to initiate any such process. Further, many agencies have no ready access to adequate adjustment centers. Where this is true, the Home Teacher can perform an invaluable service by undertaking the instruction of so many of those basic adjustment principles with which we are all familiar, principles which are fundamental to any successful rehabilitation process. This fact is recognized by the Federal Office of Vocational Rehabilitation. It has sanctioned the purchase of a Home Teacher's services by the Rehabilitation Section, reimbursement to be prorated on the basis of the teacher's time.

Instruction

In listing this function last, your narrator does not mean to imply that this is the order of importance. On the contrary, the teaching of braille, typing and the so-called "blind crafts" is an indispensable function and the one from which the worker derives his title. It remains only to add that in the performance of this category of duties, the Home Teacher can act as instructor and maintenance man so invaluable to the success of a Homework Program, a development under consideration by many agencies.

Your narrator must admit at this point that these suggested functions add up to a system remarkably similar to that employed by the State Agency in Wisconsin. If nothing more, this serves to indicate that the system will work well under conditions of limited staff. In point of fact, the responsibilities charged to our Home Teachers are so diversified that we prefer to use the term "Social Service Counselor" and "Social Service Unit." This is a service section of a service agency, and "Home Teaching" is only one category of its services. We believe this to be the trend of events, and, if so, are happy to be in the vanguard.

THE USEFULNESS OF GADGETS TO THE HOME TEACHER

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The title of this talk takes for granted that the Home Teacher should be expected to do more than give lessons in braille, typing, and handicrafts. In some programs, of course, with the present day trends, Home Teaching is shrinking to just that, and for the Home Teacher in such a set-up, gadgets have little to offer. Tape measures, needle threaders, and writing boards represent about all that gadgetry need give in such a narrow scope.

In other programs, however, there is a conscious effort to expand the Home Teaching Program, and to seek out Home Teachers with qualifications and training out of all relation to the standards set up by the Board of Certification of the AAWB. In such programs, the Home Teacher is expected to take the primary responsibility for restoring the blinded individual to normal functioning, and to call in such specialized services as are indicated. For such Home Teachers the role of gadgets can be of tremendous importance.

It does seem to me that this second trend is much the healthier. It more closely parallels what today is happening in medicine, where a short while back specialization had reached the point where it was becoming difficult for a sick individual to get an accurate

over-all diagnosis. Each specialist, as Binger pointed out, recognized only those symptoms that appeared in his own areas of interest. Today it is becoming clear that another type of specialist is required—someone trained to retain an over-all point of view and assure that his patient is treated as a complete individual rather than merely as a pair of diseased tonsils, a defective kidney, or a cancerous growth.

The Home Teacher, to fill the equivalent need in work for the blind will obviously require more than two years of college with a smattering of courses in social work, education, and anatomy and physiology of the eye plus what amounts to a handful of Boy Scout merit badges in handicraft subjects. Regardless of gender, it may be expected that mastery of a great many domestic techniques would be necessary, along with the ability to travel alone. I would think it would be less important for such a person to be able to weave a rug, knit a sweater, iron a shirt, or make a basket than that he be able to send the client to a properly indoctrinated instructor. Indeed, many of the best qualified Home Teachers I have met have not been certified because they have failed to satisfy the craft requirements.

If the client is strongly aware of a need to learn braille, he will not require much of the Home Teacher's time. Similarly, if he has a real and urgent need to learn to make baskets, he will learn without repeated visits from the Home Teacher. I recall an instance where a job as basket maker was open and the placement man had not qualified as an instructor in basketry. He was, however, qualified to overcome the misgivings of a professional basket-maker, who very quickly taught the client even the fine points of basketry.

The basic problem of the Home Teacher, as I see it, is motivation of the client. Whether this can best be handled by a case worker or an educator is not too important. What is important is that the Home Teacher must have enough background to recognize both case work and educational needs, and the mere possession of Merit Badges is not enough. The immediate objective is the rapid restoration of function to the client, and a wide-awake Home Teacher can accomplish this in a minimum of visits. Where intensive services of any specialty is required, the Home Teacher will arrange for these services—with a Family Case Work Agency, with a Psychiatric Service, with the Case Work Service of his own agency, and so on. The client can thus be spared the feeling that he is being shunted from office to office.

Too often, the administrative thinking of an agency will be vague as regards the Home Teaching program, and unrealistic case loads may be imposed. Cases may not be closed. Time may not be left, or scope allowed, for a program of indoctrinating community resources. It is so important that ophthalmologists, hospital staffs, and the rest, be shown what is possible. The nurses and Occupational Therapists should know some of the earliest things the newly blinded person needs to be shown. Healthy attitudes must be developed in such people, so that referrals will come early and so that a host of early harm need not be undone. The corrosions that come between blindness and the first call of the Home Teacher may have been so devastating as to render the Home Teacher's job all but hopeless.

Now, essentially, the Home Teacher is the ideal person to carry the brunt of the battle against the sighted prejudices about blindness. The most vital thing, of course, is to overcome these prejudices in the blind client himself. Overcoming them also in the doctor, the nurse, the Occupational Therapist, the family, make the job so much the easier with the client. I recall one instance where overcoming them in the wife (which took an hour plus occasional telephone conferences) got the husband back to work as soon as he was released from the hospital. That man, so far as I know, is still the only totally blind designer of sports hose in the business.

It is precisely in this that gadgets can reduce the work. If a doctor, for example, knows how much blind people can do, his prejudices can still remain. It is only when he has a general idea of *how* people do things without sight that he can communicate to his patients a positive tone. One of the standard ways of telling a patient he is irrevocably blind is to announce that he'd better learn braille. How much better if the doctor could indicate one or two of the tools or techniques that would enable that patient to begin plans for carrying on his regular work!

Fortunately, ophthalmologists are more and

more recognizing a duty to the patient as a whole, and an interest in what blind people can do (and how) is growing. On a number of occasions groups of eye men have requested demonstrations of available tools. Many keep a supply of catalogs on hand to pass out to the families of blind patients. This does not insure an interest on the part of the physicians in every community. You may have some hard and carefully-planned work to do before some very able eye men begin to realize that you have a potential role in the over-all therapy an irrevocably blinded person will need to return to physical and mental health.

If, on your visits, you can occasionally show a new tool, it may often open up a new avenue of discussion. Most successful ophthalmologists are extremely busy people, but they are also human, and if they have a fund of useful tips they can pass on, they will make your work easier in the future.

At the same time, they will expect more of nurses and other staff workers in their offices and hospitals. In some programs, the Home Teacher is expected to work with nurses and Occupational Therapists. This means that the patient will begin learning skills from the start and it means that nurses and Occupational Therapists, instead of fearing mistakes, will establish a healthy environment. With the right tools, they can provide the patient with things to do which will indirectly start overcoming in the patient the idea that things cannot be done without sight. How many blinded men have allowed themselves to be shaved for weeks and even months after there were no medical reasons against such activities! If all blindfolded patients, regardless of prognosis, were shown how to write letters, how to shave (if there are whiskers), how to apply make-up, how to be led about comfortably by a guide, and if self-threading needles, needle threaders, tape measures, clocks and any other helpful tools for the kind of activities that might be offered were available, a great many old prejudices would begin to melt before many even were aware that they themselves might be blind.

If the families can be made aware of the wealth of tools and techniques, they can reach a healthy point of view in a fraction of the time it might otherwise take. A micrometer may encourage a wife to voice a host of unsuspected fears and misgivings, so that you can offer explanations that can remove those fears. The same thing often goes, too, for employers or business associates.

As for the client himself, you will find him sooner if you can have proved to the medical program that you have something concrete to offer. From the client's point of view, the worst thing that can happen is lapses in service. Time after time, I have met people who gave up flourishing businesses or established positions they could easily have carried on, simply because no one was there at the critical time to supply the answers to what seemed overwhelming obstacles. I recall one man, with twenty or so years of merchandising experience who had been urged by his employers to return to work, but who had heard that there were courses in foot travel which he felt he should have before trying to carry on. In his state, the Vocational Rehabilitation Division had begun a practice of paying such training costs, but it takes time to process applications. The result was that the client spent a year in indolence and idleness, and was finally just about unfit to hold a job.

It is usually possible to get the client to focus on one problem which seems to him most difficult to surmount. If, in clearing up that problem, you are able to give him the basic principle of how other problems can be solved, you will find that he starts working out his own solutions. We were asked to help a Home Teacher out with a potato peeling device for a client who ran a little food store whose specialty was a certain type of fried potato. Chemical peeling had not yet been developed, and his requirements did not justify an expensive mechanical device. A simple little tool was found—the kind you can now buy from the mail order catalogs. This alone put the man back to work. There were other problems—hundreds of them. But it was infinitely better for the client to try to work these out by himself. It was not necessary (and I suspect it would have been downright dangerous) to expect that man to undergo a long course of training.

The statement has been made that every newly blinded person needs psychiatry, or case work, or a more or less protracted course of training. Such generalizations do not seem valid. Some blinded people may not even require Home Teaching. Many of our most suc-

cessful blind people have, in fact, had no agency service. Dare we ask if some agencies are not today trying to force too much service on many of their clients? Does a man who has had many years of successful retail background need to be given tests to establish whether he is capable of retail selling? Such tests have been given. Does a machinist need to learn to make leather belts? Does a professional author need to learn basketry? Need even an elderly woman who has never been interested in knitting be taught to make sweaters? This seems to me equivalent to insisting on the differences of blindness, when what is really needed is to minimize these differences.

By the same token, of course, gadgetry should be kept to a minimum. Suppose we take a simple example—the old fashioned flint and steel gas stove lighter. Many people have been able to overcome their fears of lighting a gas stove because of this. Many of these will throw the thing away after a while. For others, who happen to have the type of stove which defies all scrubbing and on which there are no pilot lights, the gas stove lighter will continue to be a useful tool because it enables them to locate the burners and light the stove without then being obliged to wash their hands. The flameless cigaret lighter is another similar gadget. It is by no means permanently useful for safety reasons, although it may always be used because of its behavior in the wind. It becomes a question, with this sort of device, whether it is more economical to let the gadget lead the client to self-sufficiency or to take the longer time which might be needed to overcome fear.

One often meets with an anti-gagdet point of view in Home Teachers who seem to fear that gadgets are associated with blindness. Such people overlook the fact that gadgets, generally, are used to promote safety or save work. Most of ours are primarily designed for sighted people. For it is a fact that sight, while useful, is often responsible for errors, and often takes extra time. On the pressure cooker, for example, a great step forward was made with the introduction of the noisy gauge. No longer was the housewife obliged to hover about the stove, no longer did she have to keep in mind that she was waiting for the cooker to come to the proper pressure.

It puts over a very useful point when the newly blinded person realizes how many of the so-called tools and aids for the blind were not made for the blind. The same gadget which helps the person without sight helps the sighted public. The one-armed rolling pin, for example, would never have been put out if it did not have a general appeal. Similarly, our soldering iron would have been far too expensive to produce for the small market we have. By the same token, a blind person can get along with neither of these devices. A blind person can learn to solder with an old-fashioned soldering iron, just as he could learn to roll out pie with a regular rolling pin—or even a milk bottle Only, with the new gadgets, it's a lot easier, and with newly blinded people the greater ease may mean the difference between motivation and idleness.

Among the requirements for Home Teachers, male and female workers are not expected to know the same things. Fundamentally, of course, if the point of view is sound, I can see no reason why a man should not manage quite satisfactorily as a worker with a housewife. I have often been asked by women how to do certain things, and when I didn't know, I asked them how they did it before. It is then rarely impossible to figure out some slight modification or tool which makes it possible for them to continue doing the job better than I would be able to do it without a lot of practice. In the same way, a woman who had never used a micrometer can easily have enough familiarity with micrometers to explain adequately to a mechanic how our micrometer works. In many programs there simply are no male Home Teachers. Does that mean that the men have to have inferior service? Similarly, any Home Teacher should be able to explain enough of the operation of the Music Writer to enable the musical client and a friend to carry on. Enough should be known of the Radio Analyzer, the slide rule, the gauge blocks, and all the other tools to explain their operation in terms that a client who needs them will grasp and expand on. This is so important, because you never know which particular device may start a client energetically on the way back.

Another gadgetary requirement which should be demanded of all Home Teachers

is mastery of the cane. One of the most serious charges about Home Teaching is its high cost, especially when guides are employed. There are many Home Teachers, of course, who are excellent travellers, but whose agencies do not care to take responsibility for allowing them to travel alone. Others will not permit the use of a dog, despite the fact that the legislator does not exist who could claim that the dog could do the Home Teacher's work—a charge often made of the sighted guides. These are internal problems. It does, however, seem that the Home Teacher in such a set-up has a doubly hard job. Mobility, in all but elderly cases, must be acquired by the blinded client if he is to go back to work and get ahead in the world. If the Home Teacher is not able to travel, it raises curious questions in the minds of both the client and the family.

Braille and typing can be taught in a positive program of this sort without the protracted course of visits now so often employed. If the client is properly motivated, his patience will not tolerate a drawn-out course of training. If the motivation is absent, there is serious question of the value of the training. Moreover, the motivation usually will not come for braille or typing until the client has seen the way to other more immediate accomplishments. The Housewife who is afraid to cook will not be strongly moved by the notion she can label her canned goods if she knows braille.

If the Home Teacher is to retain or regain the role of General Practitioner in this field, it must be demonstrated that Home Teaching is the cheapest and most efficient way of restoring the newly blind to action. This means a down-to-earth preoccupation with the things which will most rapidly restore independence. It means giving the client the particular tools and techniques he—and he alone—may need to put his abilities, his training, his experience as a sighted person back to work without sight. It means putting over a positive point of view which will either enable him, unaided, to go back to pretty much his normal duties, or will enable the vocational training and placement facilities to help him at the highest rate of speed. In this sense, tools and techniques are ready to hand as the most concrete recipes we have for action. Blindness, as has been said before, is not one big, insurmountable obstacle: it brings a host of little problems which, taken one at a time, can be solved—provided we have enough of the proper tools and techniques.

THE FUNCTION OF A HOME TEACHER IN THE MODERN SETTING

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The Home Teacher holds the key with which the person who is blind may enter or re-enter the seeing world. Home Teaching as a profession partakes of the skills of both education and social work with just a touch of religion added. It must be skilled, objective, and, above all, human. The Home Teacher most often represents the first real opportunity the newly blinded adult has of becoming acquainted with the tools for diminishing the handicap of blindness and of coming face to face with a successful blind person.

This profession properly deals, in our opinion, with two groups of blind people, the newly blinded adult and the blind person who may have lost his sight as a child but who needs help in learning to cope with blindness in an adult, seeing world.

Historically, Home Teaching began with the two very laudable aims of bringing consolation to the blind and enabling them to learn to read raised type so they could read the Bible and other religious books. However, with the impact of advances in education, the phenomenal development of social work, the ever-widening horizon of the individual in his world, and the growth of his responsibilities and needs, both as an individual and as a social being, in addition to what blindness does to him, the role of the Home Teacher has been significantly broadened and intensified. Its major concern now is for the adjustment of the individual because he has

* Visually Handicapped.

lost his vision. This adjustment takes into account the total, unique personality in its relation to the specific environment in which he must live and work, so that he can accept his handicap and achieve the highest measure of success in living of which he may be capable.

It becomes the aim of the Home Teacher, therefore, as indeed of all service to the blind to assist the person without vision to be as much like a seeing person as possible. This may seem to be a contradiction; but it will not seem so if we think of its total, social significance. Everyone, whether he has sight or not, lives in a seeing world; and if blind people are to be more than merely passive bystanders, they must be an active part of that world of vision. Happiness, productivity, in the real sense, and emotional security depend upon the blind person's having a give and take relationship with the seeing people and being as much like them as possible in thought, action, and experience. The person who is blind should be taught to "see" with his other senses by means of the best techniques available and through the best devices that can be made to enlarge his sensory experience. The Home Teacher provides the techniques and, along with all other workers for the blind, provides also the stimulus for science to make the devices needed.

It is not enough that the blind person learns to live among other blind people. He must be taught to live with seeing people carrying, as far as he can, his share of responsibilities and having his full quota of vibrant experience. He must be allowed and encouraged to "see" in this manner even though he has no physical vision. In all that is done for the blind person by the Home Teacher, care should be taken to develop continuously this psychological, social, and spiritual vision which alone will erase the barriers between those who can and those who cannot see. This alone will make the blind person an accepted, respected member of his own community and social family.

In most cases blindness is a traumatic, frustrating, limiting experience at first, blotting out a large section of the blind person's sensory world, interrupting employment, disturbing emotional balance, and introducing fear and hesitancy into his movements. The Home Teacher's task, therefore, is to help him mobilize his total personal resources, to achieve a satisfying adjustment, and to teach him specific skills that will enable him to carry on his life regardless of his lack of sight.

Since blindness effects almost everything the blind person does from the time he arises in the morning until he retires at night, the Home Teacher must deal, through casework and instruction, with almost every phase of his living. This is not to say that the Home Teacher should be a jack-of-all-trades. It means that the teacher must have social insight enough to be able to put his finger on the fundamental problems that each blind person has in adjusting to his handicap, work out ways of resolving these problems, and develop with him incentives, from the blind person's—not the teacher's—way of life. The process of adjustment begins, not with what the teacher can teach, but with what the blind person needs most at the crucial time of contact. If he likes to play cards, teaching him enough Braille to play will give him confidence enough to see and want the other things he needs. Then he will not have to be "sold" as a high-pressure salesman often sells his product.

Neither does the teacher have to know how to teach all the things that may provide these initial incentives, nor is it necessary for him to give instruction directly in all these things. Suppose John needs to learn to shave and the teacher is a woman who has some reserve in this area. She knows what a blind person needs to learn in order to shave by touch and she can then easily get some member of the family, a neighbor or a volunteer, to teach him under her direction. Or, similarly, if Jeannie needs to learn how to put on lipstick and the teacher is of the opposite sex, the same technique can be employed. The important consideration is that the teacher take responsibility for finding the means of accomplishing his purpose, either by doing it himself or enlisting a usable resource, giving the necessary advice and direction.

The Home Teacher is, in our opinion, a teacher who does casework. He should, therefore, have the training of a teacher—the same training that would be required in a formal school setting—and he should have, in addition, at least a year in a graduate

school of social work with some practical, properly supervised field work experience. If he is thus properly trained, he should be able to analyze the blind person's problem, determine where to begin by clues the blind person alone can give him and in a friendly, understanding, objective manner employ the methods of the teacher and the caseworker as they are needed.

Of course, it is understood that some teachers have acquired, through years of experience, some of the qualities and techniques obtainable through formal training; and it is also understood that training alone will not make a good Home Teacher. Personality factors play a most important part. The teacher should be resourceful in meeting new problems, and he should have a good working knowledge not only of services to the blind but of all the services in a particular community which may be of use to people whether they are blind or not.

Often many services needed by blind people will be needed, not because they are blind, but because they are people. With this knowledge the Home Teacher can multiply his own effectiveness and enlarge his own sphere of activities as well as that of the agency by which he is employed. He can thus ask help from many community agencies and also give help to them in return.

The teacher's sphere, then, is the teaching of skills to the blind, the giving of casework service leading to the adjustment of a blind person to the seeing world, and securing for him, from other sources, the services he needs that do not lie in the teacher's specific area.

He is a teacher, a social worker for the blind, a consultant on the problems of the blind, and a public relations worker with regard to their needs. He is not a psychiatrist and should not, therefore, practice psychiatry—amateur or otherwise. Deep-seated, emotional problems should be referred to a mental health clinic or similar service where the person may receive skilled treatment for his condition; and the teacher can render a much more valuable service in interpreting to these specialists the needs and problems of people who are blind.

In a similar manner a domestic problem not related to blindness should be handled by a family service agency, the Home Teacher assuming a consultant role. The same philosophy applies to situations of physical health, problems of delinquency, unmarried mothers, or other problems outside the realm of service to people because they are blind.

The teacher should have a very close working relationship with workers who carry aid-to-the-blind cases and with rehabilitation agents dealing with placement problems but should, if possible, avoid dealing with these problems directly. If the state has an adjustment training center, the teacher's function may be changed slightly, but becomes even more important as he may be responsible for making studies and recommendations of blind persons to be enrolled in the center.

The Division for the Blind in the State of Illinois has twenty Home Teachers who work out of the Public Welfare Department's six Regional Offices, joining hands with hospital and clinical social workers, public assistance visitors, rehabilitation agents, and employment specialists to aid the blind in understanding and facing their handicap, in securing financial aid, and being trained for and securing the job for which they are best fitted. The teachers assist the person who is blind in obtaining an eye examination, not merely for the purpose of establishing legal blindness, but determining whether or not proper treatment could improve his vision and encouraging him to seek such treatment as is needed. They help him think through his emotional and personal problems; they help him learn about what blind people can do from what others have done and assist him to perform, with the use of his other senses, the many seemingly insignificant activities that go to make up daily living and working, such as: traveling alone with a cane, dressing, personal hygiene, eating, identifying clothing, housekeeping, household repairs, shaving, putting on cosmetics, playing cards, handling money, sewing, and other handcraft arts. They also place and check on the use of Talking Book Machines, help their clients in selecting reading material to be sent them from the two distributing libraries for the blind serving Illinois and, together with rehabilitation agents and public assistance workers, make studies for recommending clients for enrollment in the Illinois Industrial Home for the Blind adjustment center. They also may assist home workers to market their handwork products and give informa-

tion about and instruction in the use of the many devices of help to the blind. These and similar services are performed by the Home Teachers as a regular part of their activity.

In their office work they mingle constantly with other workers of the Welfare Department and thus are a part of the everyday living stream of seeing activities. So, they themselves are visually handicapped persons living and working just as they wish their clients to do.

The Home Teacher works with the individual problems of the blind; the training center works, primarily, with the problems in relation to group living. The teacher is a caseworker concerned with relating the blind person to the seeing world; the skilled family service worker with problems common to people whether they are blind or not. Their fields are not competitive, but as a team, working for the welfare of human beings, they can supplement each other's work to bring to blind persons the best all-around program of services that can be made available at any given time.

Under the skillful direction of the teacher, the dark, lonely, turbulent realm of the blind becomes alive with moving, vibrant, sensory experiences—the scent of a flower garden; the voices of friends and acquaintances; the character of footsteps; the swish of motor car tires on wet pavement; the songs of birds; the rugged feel of tree bark; the tangy taste of cheese; the brittleness of leaves in fall—sharpening the senses of touch, taste, hearing, smell, and the intangible kinesthetic sensations, fitting them to do the major work of vision. Fear gives place to freedom, and a sense of confidence and responsibility drive out the former invalid feeling of helplessness. Impersonal, raised dots on a piece of paper become symbols pregnant with meaning and interest, and the world of books and magazines is reopened to the avid Braille reader.

The role of the Home Teacher in working with the individual blind person in meeting his individual needs partakes of the qualities of friend, teacher, and social worker, using not only the special assets of these, but also drawing from the fields of arts and crafts, mechanics, library work, vocational guidance, psychology, and even religion.

A young girl, overcome with the impact of blindness, was taught Braille by a Home Teacher, and during the process a careful study was made of her needs. She was persuaded to attend the adjustment training center where she received a number of services, including training as a dictaphone operator. She is now employed in the office of the Public Welfare Department serving seeing people.

A mother who became blind overnight was on the verge of being sent to an institution, being separated from her husband and little boy. She was taught Braille and to do her housework by a Home Teacher. A family service agency worker was called in to provide a temporary housekeeper and to help work through the domestic problem. The family is now successfully living together, the mother carrying her normal share of responsibilities.

A Home Teacher, a psychiatric social worker, and a rehabilitation agent are currently working as a team to reclaim a young woman who lost her sight from a suicide attempt.

In the Illinois pattern of home teaching, statewide staff meetings are held three times a year, during which mutual problems are discussed, special knowledge is brought to them by caseworkers and supervisors from other agencies, ophthalmologists, and other specialists. Refresher courses in crafts are given from time to time. Committees of Home Teachers have done much to develop and improve the services given to the blind of Illinois. They have developed and recently revised the Standard Braille Series books for teaching Braille to adults. They are now working on a manual for instructing the blind in typewriting. Each teacher pools his special knowledge with that of others on the staff to improve the work of all.

New cases are referred to the teachers in the appropriate Regional Office, and a routine part of the teacher's work is bringing in the other services needed, such as referral to the Division of Vocational Rehabilitation for training and placement, the County Departments of the Illinois Public Aid Commission for financial aid, the use of the adjustment center for intensive group training, and many other resources to meet the needs of people. In such referrals, contact is made with the agency or service to which the blind

person is referred, and a determination arrived at as to how and by whom service is to be given. Thus, the Home Teacher is a true field worker for the blind, and much of the overall technical supervision and consultant and other service is given by the Division's Superintendent and two Supervisors of teachers who are trained in education and social work.

There is also a close working relation between the Home Teachers and the adjustment training center; the teachers not only recommending cases to the center, but, together with Rehabilitation agents, giving follow-up service when the students at the center return home. These two sections of the Department's program for the blind actually work as one functioning unit.

The Home Teacher nearly always begins the process of rehabilitation and very frequently assists the Rehabilitation agent and the training center staff in completing it. We do not say that our pattern of home teaching will work in all states, nor that we have, by any means, met all the individual problems of the blind; but it works effectively for our State. Our Home Teachers have made the adjustment of a blind person in a seeing world a progressing, living reality. We are constantly raising the standards of our staff, and our workers are measured by standards applied to seeing field workers as well. We are a part of the Welfare Department's total program for helping people over difficulties, and our teachers are respected professionally by social workers and allied specialists. Their salaries and performance of work are on the same basis as similar seeing professional workers. We believe, therefore, that it can truly be said that the Home Teacher holds the key with which the person who is blind may enter or re-enter the seeing world.

ADVANTAGES OF LAY MEMBERSHIP IN AAWB

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I wonder whether I should thank the Chairman for the compliment which he has paid me by thinking that I could prepare a paper which would take the entire time alloted to Group D, or whether I should reprimand him for putting me on the spot. I guess the best thing would be to leave it up to the membership to deal with the Chairman as they see fit at the next election.

There are many reasons for membership in AAWB, some of these I hope you have read as set forth in *The New Outlook for the Blind* of February, 1952, but just in case you did not, we will review them here:

1. Through my membership I receive a subscription to the *New Outlook,* the only professional magazine on work for the blind. This alone, in my opinion, should interest anyone who is in work for the blind to become a member.

2. I receive my printed copy of the Convention Proceedings which I find to be a valuable storehouse of information on many subjects. The information contained in this volume is not prepared by theorists but by field workers like myself actually engaged in the type of work about which they write and speak.

3. By supporting the American Association of Workers for the Blind with our membership we maintain a voice in promoting the necessary legislation to expand services to our blind population—a very important function of any professional organization.

4. Through the discussion and exchange of information our Association has been able to set personnel standards in many phases of our work and can continue to do so.

5. Membership in AAWB entitles the member to attend the annual convention which provides educational and inspirational opportunities unavailable in any other kindred organization in the country. The 1952 convention of the AAWB (adult blind) will meet in intimate relationship with the American Association of Instructors of the Blind (blind children). Attendance at that single convention will be worth many times the membership fee to all those members who find it

* Visually Handicapped.

possible to go to Louisville, Kentucky, next summer when the two associations will join hands for that occasion.

These reasons, however, are general in scope and apply to both the professional worker and the lay member. I assume that this group would like some specific reasons for soliciting members from the non-professional group of interested individuals.

When thinking in terms of a lay membership I am reminded of a story of the pig and the hen reading a breakfast menu in which was set forth in glowing terms all the different ways to serve ham and eggs. The pig looked over at the hen and said with a good deal of feeling: "To you this is all in a day's work, but to me that menu represents a sacrifice." The same applies to the professional workers—a membership in AAWB is all in a day's work, while to the lay member it may represent a sacrifice. The professional worker should without question support the professional association with his membership, I might say the only professional association in work for the blind in which all professional workers find a section dealing with like interests. The lay member, too, has a special place of responsibility and interest in AAWB. By his membership he publicly announces to the world that he intends to see that the professional standards are adhered to and that the services to the blind are the best possible services to be rendered to any handicapped group.

The lay member can speak to legislative representatives in more effective terms than can the paid professional worker. No legislator will be able to turn to the lay member and accuse him of trying to promote his own selfish interests. The lay member, in my opinion, has a responsibility to the blind of the nation to see that professional workers maintain the proper down-to-earth practical solutions to the problems confronting the blind. He is the man in the street; the individual who is observing from the sidelines. I might say that we could compare him to the cheer leader at the ball game who is observing the play and can both cheer the players when the play is good or lead the crowd in serving up the "raspberry" when the play is bad. He keeps the professional player on his toes attempting to make the best possible showing.

The lay group also includes the many trustees and board members of our private agencies. Unless he is a member of the Association, he, as a board member, misses many of the worthwhile articles appearing in the professional journal. His interest may lag and consequently he will drop behind in the rendering of service to the blind of the community. We should therefore make every effort to bring into the AAWB all private agency board members as well as all public agency commission or advisory council members.

All clerical personnel in work for the blind are included in Group D rather than in a group established for clerical personnel. We are indeed happy to have this group of clerical workers in the field as members in AAWB and I am sure in many instances the clerical workers have been responsible for some of the professional and administrative personnel becoming members. More power to you for bringing your bosses into the fold!

Last but not least in importance in this group as members are the wives and husbands of professional workers. I ask you who could be more interested than the wife or husband of someone whose pay check is earned rendering services to the blind, and further, I ask you what is more important than for the husband who is a professional worker to have a sympathetic ear at home with whom he can discuss some of the knotty problems.

To sum up some of the reasons for lay membership—they include the opportunity to speak for a program in which you have no pecuniary interest; the opportunity to observe, encourage, and check on the results obtained through the efforts of the professional workers. Also the opportunity to keep informed of the new methods, programs, and techniques as outlined in the professional journal, the opportunity to become more familiar with the work in which members of your family are engaged. In short, it should be a pleasure to make this sacrifice rather than to perform a duty all in a day's work.

THE BASIC PRINCIPLES REGARDING THE ESTABLISHMENT OF HOMEWORK

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In presenting this material I should like you to feel that I am talking with you rather than to you.

I want you to consider with me the fact that Homework as a service to the blind is not new, it has been in existence for many years. That which is good has come to play an important part in the rehabilitation process. A great deal of it, unfortunately, is poor and offers little or nothing of constructive value to the client. In the latter case we have played something of an ostrich role burying our heads in disorganized programs of "busy work" offering "pin money" as an objective. We cannot be too proud of the quality or quantity of the pins brought through these efforts.

Hometeachers have done an excellent piece of work over the years. A great deal of credit should go to them for the heavy responsibilities which they have carried. However, in many instances because of faulty agency direction and guidance, they have been forced into an untenable role of attempting to be all things to all people. Or under indifferent programing, they have followed a pattern of so-called "Friendly Visiting" as the sum total of contact within the home. Friendly visits are in themselves both acceptable and desirable but it is a service which can be successfully rendered by properly selected volunteers, rather than paid professional staff.

Because of this vital contribution, homework has developed into, we are in agreement for the need of expanding this service to a greater number of blind persons confined to their homes. If these individuals are to receive the full benefit of the growth and progress in the field of rehabilitation, then it is necessary for us to re-evaluate with care and honesty this whole area of effort. It is important in such a study that we retain that which has merit and correct that which is unacceptable.

Perhaps the best way to start is to reaffirm certain objectives in terms of the real meaning of homework to the individual client.

The Welfare Council of New York City, The National Committee on Sheltered Workshops and Homebound Programs, together with National Industries for the Blind, have for the sake of clarity divided service to the homebound into four parts:

Occupational Therapy, which, as its title implies, offers the therapy or cure which is derived from corrective or pleasurable occupation, without relation to earnings.

Work Therapy, or the step near to employment through re-training in an old occupation or the development of a new skill, in the home setting.

Home Service, which includes Braille script writing, typing, help in the adjustment of the newly blind, etc. This is a teaching process again without recompense.

Industrial Homework, we may consider an extension of the sheltered shop into the home or an opportunity through which the worker may, after training, expect reasonably steady employment at a fair and regular rate of pay.

For further simplification, we might say there are *TWO* distinct types of homework. One, which will consolidate the first three definitions as they relate to personal and social adjustment of the individual to his blindness. Such services may use the professional skills of home teacher, occupational therapist and caseworker. Even though the client may receive training in handwork within this service the purpose is therapeutic rather than to provide remunerative employment. Any income accruing from the sale of articles produced in this manner is incidental both to the client and to the agency. Such a program is financed in its entirely by the public or private agency sponsor.

The second type of howework program has as its main purpose the development of an industry which may be carried on in the

home, whereby a blind person may earn a wage commensurate with his ability to produce. Here the sponsoring agency may expect some income to meet a share of the total cost.

The next question for clarification is: What constitutes a homebound person, or who may we consider eligible for these services? The Interagency Committee on Rehabilitation Services for Severely Handicapped Persons has defined the severely handicapped person as follows: "A severely handicapped person is one who cannot be rehabilitated through the usual procedures and facilities established for general community use, but who requires additional specialized facilities and a combination of services over an extended period of time". A homework program is developed primarily to meet the needs of those severely handicapped persons, in our case, the blind, who cannot, unassisted and by the ordinary means, convey themselves regularly from their places of residence to an agency or center.

An Industrial Homework program is defined as "a service to be rendered by an accredited agency—designed and developed with the intention of adhering to health and labor laws—to offer regular work training and remunerative work opportunity to those eligible blind persons who cannot for physical, psychological, or geographic reasons leave their homes to travel to and from a place of business.

Rare and fortunate is the agency having funds and staff to extend all phases of service to the homebound blind in their area.

If an organization cannot meet the full challenge, then they would do well to select that part of the unmet need in their community which they are equipped to offer. This may best be done by a case-by-case analysis of blind people already known to a rehabilitation agency and a careful consideration of the classification of homework into which they fall.

Industrial Homework is acknowledged to be one of the most difficult and costly phases of rehabilitation. Nonetheless, the needs of the blind person confined to his home are just as pressing as those of individuals able to get about. He cannot be by-passed solely on the basis of the difficulties involved in bringing services to him.

Under a sound Industrial Homework program the worker must receive complete and adequate instruction as it is possible to give him. Regular lesson plans must be followed which will offer him a sense of objective and ultimate achievement. Lesson plans also serve to develop in the family a certain respect and consideration of working conditions and hours for the trainee.

Regular supervision and follow-up must be maintained.

A system of pickup and delivery must be established for raw materials and finished goods.

Proper rates of pay and pricing must be figured in relation to comparable commodities in industry.

Marketing of the articles produced is an important part of the Industrial Homework plan. From the outset there should be some definite sales outlets established. It is useless to encourage homeworkers who wish and need remunerative employment to produce merchandise for which there is no demand.

It is my understanding that other papers on this program are to go into greater detail developing the various steps we have just considered. More, I am sure, is to be offered in terms of financing and staffing homework programs. I know, too, that the chairman wishes to allow time for discussion.

In closing, then, this material is an attempt to outline a basic structure upon which to promote a better understanding of the meaning and purpose of service to the homebound and at the same time to urge an intelligent expansion of this much needed phase of rehabilitation.

HOME-BOUND EMPLOYMENT PROGRAMS TODAY

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Home-bound employment for the blind requires extensive research and a degree of nation-wide cooperation among agencies for its proper development.

Our experience in New Jersey over a great many years had convinced me of this fact even before I accepted a place on this panel. My investigation since accepting this responsibility and the discussion that has thus far taken place on the panel has only served to strengthen this conclusion.

When the precise wording of my topic came to hand a short time ago I was concerned because I had understood that I was expected to present our New Jersey program as one illustrative of this type of work carried on in agencies for the blind throughout the country. To accurately present today's status of home-bound programs for the blind throughout the country, would require the assembly and analysis of data which it would be impossible to secure in the limited time available.

However, since we had cooperated with the Federal Office of Vocational Rehabilitation in such a study some months ago, I felt sure that Mr. Voorhees, who was in charge of this study, would, after several months' analysis, have significant data. I was only mildly surprised upon discussing the matter with Mr. Voorhees to find that the returns from agencies in connection with this study were so diverse and varied as to present only a confused picture of programs for the home-bound. In short, while a substantial number of agencies for the blind throughout the country render a service to blind people confined to their homes by arranging for various types of employment for them there seems to be little more than this one objective which all programs could be said to have in common. What limited discussion we have had up to this time would bear out this point of view.

Such questions as: the definition of the home-bound, how closely the furnishing of home work should be tied to the rehabilitation program, whether it should include casual employment primarily for the satisfaction of the client on the one hand and/or self-employment as a means of livelihood on the other—this without relationship to the individual's desire or ability to work outside of his home—these and a great many other problems have to be dealt with in a proper analysis of any program for home employment.

In the light of the foregoing circumstances, I feel that my original plan of presenting an outline of New Jersey's program for home work would represent the most constructive contribution to the discussion at this time.

At the very inception of our New Jersey program, some forty years ago, the responsibility of assisting blind people who found it necessary or desirable to be occupied in their homes was assumed by the Commission. Idleness was considered one of the great burdens of most blind people and the objective of our home industries program as it has been called has been to keep blind people occupied to the extent that they might have the desire or the need or the ability to work in their homes within the limitations of the program itself.

While the need for earning on the part of the client has, of course, been a consideration and while full employment for support has been a most commendable objective at all times, yet the primary purpose of the program has been to meet the needs of individuals who prefer to be occupied constructively either as an end itself or as a means of developing skills that would lead to full time employment.

Our clientele has seemed to divide itself naturally into three groups: 1. Those who work occasionally or spasmodically to earn money or produce gifts for special occasions. 2. Those who do a limited amount of work quite regularly, and 3. Those who are anxious to get in as much production as possible in order to increase their earning capacity.

For those clients who are served by our home industries section the Commission fur-

*Visually Handicapped.

nishes raw materials, sets up standard specifications and sells the finished products.

Instruction in most instances grows naturally out of the work of the home teacher with the client—as a part of his orientation to blindness—and embraces that part of the home teacher's clientele that is interested in continuing along these lines. Continuous contacts between the home teacher and the supervisor of home industries keeps such instruction up to date with new patterns and new products. In other cases cooperation between the rehabilitation service and home industries prepares the client through specialized instruction for what it is hoped may be eventual full time employment. Through this type of encouragement the client gains confidence and skill without which he would find it difficult to succeed on a higher level.

The Commission maintains a stock of raw materials which are delivered free of transportation costs to the client by mail or station wagon, and the finished product is returned to the Commission's stock room in the same manner. A revolving fund is provided for the purpose of making immediate payment to the client for the finished product minus deductions for materials.

The Commission conducts a program of organized sales throughout the State to dispose of articles made by blind people and in this it has the cooperation of women's groups representing a variety of organizations in each community. Such sales may take the form of a Week for the Blind in our more populous areas or a Day for the Blind in smaller communities. The numerous vacation resorts throughout New Jersey give their fullest cooperation for sales conducted under this program.

In recent years we have disposed of such articles on a wholesale basis to carefully selected agencies for the blind in New York and Pennsylvania who desire to combine the sale of their own products with those of our own blind to the end that the buying public in New Jersey might have the widest possible selection of articles made by the blind and yet might also be assured that blind people of New Jersey would be profiting from their patronage.

The caning of chairs by blind people in their own homes has also been made the responsibility of home industries. This is because experience has shown that supervision to maintain high standards of workmanship is essential. An agreement between the telephone company and the Commission acting in behalf of blind caners brings in a substantial income to them.

Eleven persons on the Commission's staff, including clerical assistants, are directly connected with the program and, in addition, the six home teachers work closely with it.

The yearly output of our home industries section has passed the $65,000 mark and with a broadening of our wholesale channels promises to develop even more rapidly in future.

I had hoped discussions here might lead to some consideration of standardization in products and expanded methods for selling articles made in the homes of blind people but from the discussion thus far it would appear that agencies will have to come to a more common point of view in what they want to do in these programs and what will help them most. With increased interest on the part of National Industries for the Blind it would seem appropriate that some such consideration as has been given to workshops for the blind should be given to the field of home work. Our experience indicates that the possibilities of having blind people produce marketable articles at home under supervision have potentialities for service to a much larger number of blind people than is now being served by workshops.

Indeed we in New Jersey have felt that the budget now devoted to our home industries section is rendering a much greater service than the same expenditure could possibly render if it were devoted to the limited number that could be employed in any Shop. From time to time we in consultation with national figures in the field have re-examined this situation and thus far have reached no other conclusion.

As previously indicated our home industries section has been primarily concerned with constructively occupying the time of blind people in their homes who are anxious to work to a greater or lesser degree. As an outgrowth of the home teaching process our home industries probably places more emphasis on the home work associated with the crafts than any other types of effort. On the

other hand our rehabilitation section assumes the primary responsibility for home occupations engaged in for a livelihood—other than crafts—especially where agency supervision is an important factor. It seems to me that this is quite as it should be since thus far the rehabilitation service has not been too keenly interested in the individual who either does not have the capacity or the desire for full time employment but with whom time still hangs heavy on his hands.

In closing, may I express the hope that out of this discussion may come a more careful analysis and clarification of the problems involved in supplying employment for the home-bound, and consideration of how each agency can best render service alike not only to those who are interested in full time employment but, as well, to those who are interested in something less.

METHODS AND TECHNIQUES FOR EVALUATING A PROGRAM FOR THE HOME-BOUND BLIND

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Ladies and Gentlemen, three months ago, I was asked to write a paper on program evaluation. Perhaps Mr. Aycock did not know at that time that this subject covered by NRA in 1949, required two years and 126 pages, and now I am asked to cover it in twenty minutes! Perhaps I could merely pass around copies of this NRA publication, *Evaluative Criteria for Programs of Vocational Rehabilitation,* and suggest that you read it for the next twenty minutes. Its authors, including several of the States Vocational Rehabilitation Council, deserve high commendation for their efforts and exceptionally fine result. I do not intend to duplicate this material this afternoon, but merely to emphasize various points and to supplement this worthy publication.

This high-toned title "Methods and Techniques for Evaluating a Program for the Home-Bound," may be translated as follows: "How can I determine whether or not our program for home-bound blind people is a good one?" or "What measuring sticks are there by which the program's weaknesses and strengths may be determined?" In the following attempt to answer these questions, all types of home-bound blind individuals are being considered, whatever may be the reason for their having to stay at home, and whether their needs relate to work therapy, home industry, or business enterprises carried on at home. We must also keep in mind that no two programs for the home-bound will be found to be identical. Each will vary according to the needs of a specific community or area. It is impossible, therefore, to present any single measuring stick which can be used as a slide rule without mental effort or calculation. The several measuring sticks which follow are perhaps elementary, but the author feels they are of sufficient importance to be a part of the afternoon panel.

1. Statement of Objectives

Have you formulated in writing the purpose of your program for the Home-Bound?

What do you wish to accomplish? What are your objectives? Until this question is carefully thought out and stated, it will be useless to try to apply any evaluation whatsoever. This statement of purpose may be brief and direct, may be philosophical, or may be amplified with details as to just what people the program will serve and for what reasons they may be home-bound in order to qualify for the program. Undoubtedly, each of your agencies would express this statement of purpose differently, according to the particular demands of the area served, but the important point is that the statement of objectives be made. Without it the program will flounder about aimlessly, whereas, if goals are clearly stated, everyone in the agency knows why he is working there, and what he is striving to accomplish.

2. Enrichment or Retreat

Does your program enrich and broaden the life of each individual it serves, or does it limit, narrow, and confine the individual?

It seems to the author that this is the

second most important point for consideration. It is very possible to conduct a program for the home-bound which results in family and community conclusion that the government is caring for this individual and so no further concern need be given him by any one else. The individual is assigned to his corner where he remains, carrying on his small activity, apart from the world forever. Or, the program can be conducted so that the home-bound individual becomes an essential part of his home and community, and so that whatever activity is assigned him is not an end in itself, but is a means to his total rehabilitation, and a means to a continuation of the growth process so that the individual may be increasingly enriched, and contribute to those about him, always to the extent of his growing ability.

A review of the community status of your clients will be an excellent test of your agency's effectiveness.

3. Cooperation Within

Does your staff work harmoniously?

The third most important consideration in evaluating your program, in the author's opinion, is that of harmonious relationships within the agency. When discord exists, a program becomes bound up in its own lack of vision. Harmony does not just grow like Topsy. It must be nurtured carefully and continually by whatever means fit your particular circumstances. Is the delineation of work clear cut in your agency? Is there opportunity for interchange of ideas among staff members? Is there guidance and stimulation from supervisors? Do you provide leadership which fosters confidence and security among your staff, and directions for their professional growth? Have you permeated every corner with the objectives of your program? Does each staff member work within the knowledge that the agency exists only for the client, and that only by the use of the complete agency services can the client be adequately served?

If you can answer "yes" to these questions, there will be harmony among your staff, and each member will be free to devote his entire energies to the task at hand.

4. Help!

Do you seek technical advice?

The organization working for the blind, which holes up in a closed corporation of smug self-sufficiency will never get very far in serving blind individuals. It is utterly impossible to have on any one staff sufficient brains to solve all the problems which daily present themselves. Competent technical advice is needed at every turn. Moreover, such advice is readily available, sometimes for a price, but more often for the asking. This subject could be elaborated upon for an entire afternoon. We need help from artists and designers, merchants, manufacturers, cost accountants, wholesale buyers, trade and labor organizations, professional and service organizations, advertising agencies, development associations, community planning units, chambers of commerce, university extension services and countless others who can answer such questions as "how can I get this item packaged so that it will have more sales appeal?" Make up a list with your staff some afternoon of specific help they need with suggestions as to where they may be obtained.

If you admit that you do not "know it all" and if you seek help when you need it, you may score another A in your evaluation.

5. Initiative and More Initiative

Do you encourage the development of resourcefulness within your staff?

Perhaps you are lucky enough to have a staff with plenty of initiative, but ideas do not just come from thin air; and if you wish to prove the adage that "the sky's the limit," you must supply plenty of leads for the development of new ideas, and plenty of encouragement to search and re-search an idea until it evolves into a practical, workable, employment possibility. Sources for new ideas for items to make and for employment, are limitless. These sources must be available as a part of the tool kits of your counselors. The following examples will undoubtedly bring to mind many more. Any of the technicians on the help needed list are also excellent sources for new ideas.

Hobby, craft, merchandising and trade magazines, gift, hobby and craft shows, books on crafts, how to make money at home, how to make money in the country, money making hobbies, bulletins and pamphlets on where to get what, where to sell handcrafts, small business aids, establishing and operating businesses, self-employment, occupations, govern-

ment bulletins from the Office of Vocational Rehabilitation, Office of Education, Department of Commerce, Department of Labor, bulletins from private concerns such as "Establishing a Retail Business" by the National Cash Register Company, and "Handy Farm Account Book" by the John Deere Company, "Getting the Most out of Your Drill Press" by Delta; these, in addition to our own agency bulletins such as *The White Cane, The Reporter,* the *B-V-A Bulletin,* the *Employment Counselors Newsletter,* the *Catholic Guide Letters,* and a host of others are all resource material to stimulate new ideas.

If you provide most of the above material for your staff, give them time to peruse it, discuss it and try it out, your program for the home-bound will have something more to offer than holders, chair seating and chickens.

6. Improvement Wanted

Do you record data so that you will have some tangible way of knowing each year whether you are one step nearer your Goal?

If you are connected with a program which you think is pretty bad, you can console yourself with the thought that you can show a larger percentage of improvement each year than the fellow directing a good program. But you can't show improvement merely by saying, "Our program is better this year than it was last year." You must keep records so that your accomplishment can be compared from year to year. Perhaps you will want the answers to questions such as these:

1. How many people have been served? (You should by this time have formulated a definition of the word "served." Have you "served" someone who has merely been the recipient of your newsletter which he did not ask for in the first place?)

2. Total amount (in dollars) of raw materials purchased by home industry clients.

3. Number of clients purchasing 0—$50 worth of raw materials, $51 to $100, $100 to $300, $300 and over.

4. How much does it cost to run this program per client served? (Perhaps, as taxpayers, you would prefer not to know!)

5. How many clients have been taken off Blind Assistance rolls, or what percent of those on Blind Assistance are earning something on their own efforts?

6. What proportion of the selling price for each article has gone into preparation and finishing?

I needn't continue—each of you will have his own set of questions. But remember, statistics are meaningless unless they relate definitely to your program objectives. If your objective is to help as many homebound as possible to earn as much as possible, of what earthly use is it to know how many visits the home industry supervisor made during the year? And, if he made ten more in 1952 than in 1951, is this any criterion of improvement? Perhaps he just rushed around faster.

If you record the kind of data needed to show comparison from year to year in relation to your program objectives, you are well on the way to improving the program itself. The use of charts and graphs will show at a glance where your program is headed, in what areas there is stabilization, and where improvement is needed.

7. Write It Down

Do you demand written specifications on a prescribed form? Do you provide written manuals of program policies and procedures?

We all know of smart executives, or those of lesser station, who can carry everything in their prodigious heads, but these people do not remain with their organizations forever. If this information were put into writing, countless hours would in the long run be saved and others in the agency would be immeasurably more secure. Our manuals for vocational rehabilitation and vending stands have proven their worth many times over, however tedious their codification may have been. Why not similar manuals for the home industries and other activities of the agency?

As for home industries, goodness knows one of our weak points relates to standardization. A specification form for those products we are trying to standardize will, over a period of time, save our agencies many long hours of duplicated time and energy. Below is a suggestion. Will any of you who are using such forms please send a copy to the author?

I. Permanent Equipment Needed

Quantity	*Item*	*Estimated Cost*	*Where Purchased*

II. Supplies and Materials

Quantity	*Item*	*Estimated Cost*	*Where Purchased*

III. Description of Finished Product

Dimensions
Color
Use

IV. Procedure for Production (Complete Directions)

A. Preparation
B. Home Production
C. Finishing

V. Time Schedule

A. Preparation
B. Home Production
C. Finishing

VI. Cost Analysis

A. Materials
B. Labor
   1. Preparation and Finishing
   2. Home Labor
C. Postage and Miscellaneous
D. Sales Commission
E. Retail Price

VII. Variations

VIII. References and Remarks

8. Occupational Files

Do you have an adequate filing system for occupations and craft products?

If you want to know something about raising worms or making yarn dogs, do you know where to look for this information, and having found or written something on those subjects, do you know where to file it? These questions seem elemental, yet, how many of us could name at least one on his staff who neither uses anything from these files nor adds anything to them. Here seems an appropriate time to defend the rights of the staff member who is blind. Recently we were asked by the OVR to advise what material should be transcribed for the blind counselor, and which should be brailled and which recorded. The author's answer to this question was that each blind staff member should have the privilege of deciding for himself what he wants transcribed and by which method to best suit his convenience. The important point is that both methods should be available on short notice so that the blind counselor can have as complete files to suit his own personal needs as the sighted counselor has.

If you have a good filing system of up-to-date reference material on occupations and crafts which not only *can* be, but *is* used by both blind and sighted counselors, you may score another A in your evaluation.

Now, Ladies and Gentlemen, this *could* go on for two years and 126 pages. We could consider the amount of *business sense* you use in your home-bound program, and the adequacy of your *inventory system* of raw

materials and finished products, and many other subjects important to the well run program. Instead, I am going to close with two points: First, a blind person is not homebound just because he is blind. If he thinks he is, you will have the satisfaction of using the home-bound program as a means to help him learn to free himself from the restrictions of his blindness and develop and use his latent abilities. Secondly, if the Director of every agency represented here today, will make some attempt to evaluate his agency, whether in terms of these suggestion, the NRA Evaluative Criteria, or some other method, he will find as I have in writing this paper, that he has had a most worthwhile, educational, and stimulating experience.

PLANNING FOR HOME INDUSTRIES RESEARCH

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Home industries programs, with the possible exception, of sheltered shops, represent the oldest organized effort to provide remunerative employment to blind persons.

Originally, the home teacher was responsible for the selection of items to be made, the purchase of raw materials, the instruction and supervision of the clients, and the eventual sale of the finished product. Through the years, many of these programs have developed to the point where a separate department has been established, employing a full-time supervisor, stock clerks, and sales personnel. However, many States have not advanced nearly as far and a few are still entrusting the entire operation to the home teacher.

It is, indeed, regrettable to note that possibly there has been less progress in the development of this field of employment for blind persons than in any other. This fact is of major concern to State agencies for the blind. It is beginning to disturb them to the point where an urgent need is felt to plan for a definite course of future action that will result in the operation of a more effective home industries program.

Recently, a committee composed of representatives of General agencies circularized agencies providing rehabilitation to blind persons to determine the extent of their home industries activities. A review of the questionnaires which were returned to the committee indicated a wide variance in their programs. Some were operated in connection with home teaching programs, a few agencies had established separate departments or units, others had turned over the responsibility to an especially established private nonprofit corporation, and still others operated as an extension of the sheltered shop.

It is quite evident that most State agencies have attempted to build their program without having a well organized plan of procedure or without having prepared the objectives which should serve as a sound foundation for their program. On the other hand, some agency directors and supervisors have made rather elaborate mental plans but have failed to reduce them to writing, with the result that, with the passage of time, the original concept became dim or changed altogether. Therefore, it would seem that the first step to be taken would be a searching evaluation by each agency of its objectives and, as Miss Cole so aptly stated in her paper, "Write It Down." Until agencies know where they are going and how they want to get there, little progress can be expected.

The biggest problem is that of distribution of the finished product. Naturally, there is little to be gained in producing a large volume of items unless they can be disposed of. Several methods are now being used, such as door-to-door selling, educational weeks or days for the blind, sales conducted in lobbies of hotels or public buildings, gift shops operated by the agencies, the use of large wholesale outlets, and the direct sale of merchandise by the client. None of these methods, however, have proven entirely satisfactory, and every agency seems to feel that its volume of business needs to be increased several-fold.

* Visually Handicapped.

Tied in with this sales problem is the need of a more objective procedure for the selection and design of products. There is a decided difference of opinion as to whether the solution lies in the production of handcraft articles or in that of items that can be turned out on a production basis to be sold on a highly competitive market.

Another little matter that is bothering many agency directors and home industry supervisors is that of providing the client systematic uniform instruction and supervision to assure high standards of production. To add to this, the financing of the entire operation presents a myriad of complexities, such as the maintenance of large stocks of raw materials and finished goods, the payment of clients for their work, and the financing of sales transactions on a large scale.

These are but a few of the problems involved, to say nothing of the selection of qualified personnel, the determination of criteria for the acceptance of clients, the provision of tools and equipment, the transportation of raw materials to the client, the establishment of standards for work space and work environment, and the standardization of items to be produced.

If we are to solve these problems and build sound, effective home industries programs, it seems to me that we must stop talking and begin doing something about them. No doubt, the job cannot be done overnight, but until we take the first positive step little progress can be expected.

After considerable thought I have come to the opinion that a selected group of people who are interested and have had experience in home industries programs should be called together and decide upon a few basic principles to govern the future conduct of these programs. This, however, is not enough. These decisions should be implemented by some definite plan of action which will test their validity. The findings would then serve as a basis for meeting again to adopt or revamp the principles and set forth additional guides for a sound profitable operation of programs.

Mr. M. I. Tynan, Chief, Services for the Blind, and I have discussed all of these problems many times and he wants me to assure you of his personal interest. We hope, within the next year, to enlist the cooperation of the American Foundation for the Blind and National Industries for the Blind in this matter. We are planning to organize a workshop which will bring together the best thinking of this country on the subject and will, we hope, result in a concrete plan of action to attack and solve these problems.

It is indeed a privilege to have had the opportunity of talking to you this afternoon. Although some of my remarks may have appeared critical, I trust that they will be accepted in the spirit in which they were made and will serve to stimulate renewed vigor in bringing opportunities for remunerative employment to the vast group of blind persons who cannot be served in any other way.

THE IDEAL AGENCY FOR THE BLIND

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To write this paper has proved a difficult task.

To construct or describe an ideal agency program which would be universally applicable requires more brains, more time and even more paper than I have at my disposal.

In fact, the whole idea seems a little like playing God.

Perhaps we are closer to playing God than we realize. It is a grave and serious charge which rests upon those of us, who in a professional capacity, tamper with human lives in an effort to help or ameliorate their lot. It would be well to remind ourselves of this oftener than we do.

Ideal, as defined, exists in the imagination and is of such perfection as to be practically unattainable.

There is value, however, not harm, in setting ones sights at a level which may seem unattainable. Have not all great and lasting things been achieved through long periods of discouraging effort, struggle and study?

Before we speculate in the realm of ideals

should we not ask ourselves squarely and frankly, are we doing the best we can with what we have? What, for example, is already available upon which to build an ideal?

First, we might take out our basic philosophies, dust them off and hang them out in the sun and air for a good look. We will see all too clearly that some fifty years of service to the blind in formal agency settings offer disconcerting contrasts. The very best in the determination and application of social consciousness of human needs stands side beside with archaic, custodial exploitation. We need not listen too closely to detect the tinkle of the tin cup.

If we were allowed to start over again, could we say that there are some fundamental principles which, if followed consecutively, might offer the basis of an ideal agency program? I think we could.

First, the primary function of an agency must originate in and focus upon needed services to be offered the blind of the community. No plan should seek to duplicate adequate programs already in operation, nor should it promote sporadic activities of unrelated origin.

Second, whether the intention is to serve the blind baby, the blind child, the blind adult or what we choose to call today our senior citizens, let there be an unerring recognition of the blind person as an individual, an individual having the problem of lack of vision. There must be comprehension and acceptance of the fact that blindness may not be his only problem, it may not even be his most serious problem.

To those blind individuals seeking aid and adjustment or correction of such problems, the agency must be prepared to offer or make available to them the benefits of an intelligent consolidation of all phases of prevention, health, educational training and recreational facilities necessary to the total rehabilitation process. Such services to be effective must be extended to the client for his consideration not imposed, impressed or forced upon him or his protagonist.

Third, in order that such an agency may function to its fullest capacity, it must be promoted and sponsored by a Board of public-minded, responsible citizens who will not only be a factor in providing sound and sufficient financial support but will be free from precedent, tradition, personalities or prejudice in community education and interpretation of the program.

Fourth, an executive must be secured who is an administrator in the largest sense. He must be able, he must be socially minded, he must have capacity for enthusiasm and mental growth. It is important to emphasize that he, too, must be free from precedent, tradition, personalities or prejudice. He must believe in the capabilities of the blind his agency serves.

Fifth, it is imperative that staff employed to implement such a program be adequately trained in the necessary professional and technical skills, or possess the equivalent of such training, in experience.

Some will ask how can acceptable staff be found. It is available if proper sources are tapped and acceptable ranges in salary are met. The salary scale is an important one to stress. Today we must, and rightfully, pay for qualified staff. There should be no quarrel with this for no matter how sound the philosophy, financial support or fiscal aspects of an agency may be, it is at the practitioner level or service to the client where its greatest challenge and responsibility rests.

We can compromise within an ideal program and agree that there is a place for common sense or sound experience. A review of the history of service to mankind shows the roots of today's progress firmly planted in the application of common sense in relation to the amelioration of human need. It is far better to do a limited piece of work simply and well than to gloss over faulty programing with makeshift personnel, offering pseudo techniques.

There seems to be a tendency today upon the part of some agencies to vie with each other in long lists of services under impressive titles together with a battery of experts required to administer them. This has unfortunately tended to create a sort of keeping up with the Jones attitude.

An agency need not have all services under its own roof to be effective. It would be well for them to be straightforward in acknowledgement of the extent and limitation of what they do have to offer. To direct or aid a client to proper supporting services in the community is a wholly acceptable function to

render, and stands as a credit to any agency.

Those who have hoped for a formula or recipe for an ideal agency are, I'm afraid, going to be disappointed. There is no quick and easy way to achieve it. However, IF our philosophy is a sound and unprejudiced one of thoughtful and adequate service; IF we have prepared ourselves and our fellow workers to understand and recognize the needs of those we serve; IF we wholeheartedly believe in and promote the positive capacities and capabilities of the blind who come to us for aid; IF we have thoroughly familiarized ourselves with and used the many specialized sources available to us within our own or allied fields, THEN surely we will have arrived at something of the quality of structure upon which ideals are built.

If, on the other hand, we have allowed our sights to rest at a level offering something less than an ideal, then the fault rests within ourselves and no magic nor panacea will lift us out of the rut in which we will continue to plod.

In the last analysis, it is not an ideal agency for which we must look but rather a philosophy within an agency setting which is manifest in a wholly adequate and broad humanitarian approach to the problems of the blind who come to its doors for aid.

METHODS OF DEVELOPING PROFESSIONAL AND TECHNICAL SKILLS FOR ADMINISTRATIVE AND PROFESSIONAL PERSONNEL

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have, so to speak, grown up with this organi-

I have given much thought to this subject in the hope that I might help to clarify our understanding of this important question. After considering various approaches I have decided that I should attack the subject directly and bluntly.

If we are agreed in our conception of a good modern service programme, I can now deal with personnel requirements.

The selection and equipment of personnel is a highly important responsibility in any organization. In a small organization at least one individual should be a good judge of human nature and capable of properly assessing capabilities and potentialities. In a larger organization, a committee of capable representatives of specializing departments should function. Assuming that the best possible selection of sighted or sightless prospects has been made, the next question arising is how are they to be adequately equipped to function effectively and be fitted into the organization. I have noted a substantial evolution in practice.

For the purpose of this presentation, I have chosen as the territory, the whole of Canada, i.e. the top half of North America excepting Alaska, and for the organization, The Canadian National Institute for the Blind. My reason for this choice is that I zation and its territory and therefore feel more competent to discuss the developments of essential skills in the light of experience.

When we started, no courses were available for training personnel to meet our staff requirements. It was necessary for us to select and train individuals on the job or where possible set up preliminary training courses. In more recent years, with our ever-increasing staff and more highly specializing service departments, it has been possible to develop more formal preparatory training courses, coupled with training on-the-job. This system has given satisfactory results. Many of our early problems have been cured by reason of our system of promotion of staff members who began with us in junior positions and who have been greatly advanced because of proven abilities. Some of you will recall discussions in this organization in 1941, when we dealt with the question of standards for home teachers and eventually adopted the principle of certification and established a Board for the purpose. In Canada, we had operated normal courses and refresher courses for sightless home teachers since the early days of our organization. We felt, however, that the formal courses should be given more time and should be more

* Visually Handicapped.

comprehensive. As a result of this certification, I am convinced that we have substantially raised the quality of our home teaching services, that we have provided better training and we have attracted some of the best material in the country. In our field service department, where staff is concerned, we have operated on a hand to mouth basis, training individuals on the job to meet requirements as they arise. This also has been the practice in respect to our placement officers. Our stand operators have been trained on the job and those who appear to be good prospects for general industry have been trained in our workshops wherever possible. We are now completing an arrangement under which our Institute will operate a National Training Centre with our Federal Government and respective Provincial Governments sharing cost. In this Training Centre, we are undertaking to give basic training for all prospective sightless staff members and for some professional workers, such as dictaphone operators and typists who may be placed with the Civil Service or business and industry, or employed in our Institute offices. In this Training Centre we propose to benefit from our experience in the past and to include as items of formal training, the elimination insofar as possible of blindisms and the development of the most normal habits in the case of all trainees. To this we wish to add training in improved independence of movement, self-reliance and as much interest and concern over personal appearance as if each sightless person could look in the mirror each morning. We have proven that formal training in basic requirements can, and should be given, with considerable advantage to the trainee as a prospective and effective staff member. Following fundamental training, on-the-job training under supervision will still be required for those joining each of our staff groups.

In many cases, we have selected sightless workers in various service departments of the Institute, who appear to be suitable material for training and promotion. Their practical experience and the development of confidence and self-reliance through personal adjustment proved important features in their ultimate success as home teachers, as placement officers, as field secretaries and as both junior and senior executives. A judicious combination of formal training and on-the-job training will, in our opinion, produce the most effective personnel for both technical and professional workers in the field of service for the blind.

DEVELOPING SKILLS IN BUSINESS MANAGEMENT AND INDUSTRIAL SUPERVISION

GEO. A. BROWN, Manager
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Several years ago I was one of the speakers at a banquet sponsored by the students, alumni and teaching staff of a School of Business Administration, and the guests were administrative heads of industrial, mercantile and service corporations of Southern California.

The purpose of the meeting became obvious when students and teachers registered urgent protests against employers who were refusing to accept graduates for responsible executive positions. The business executives at first responded indignantly but later, in an atmosphere of calm, gave example after example of their efforts to utilize graduates in responsible positions on the theory that their college education alone qualified them to meet the responsibilities of these positions, but the students had failed to make good to the great disappointment of the employers.

Finally one of the plant executives asked how many teachers in the College of Business Administration had themselves actually managed a business employing 50 or more people, with gross sales of not less than $300,000 per year. There were no hands, but there were several red faces.

The conclusion I draw from this is not less education, but more experience. The Horatio Alger era is as dead as the dodo. Today everyone of us knows that success in the business world is difficult. How much

more difficult is the problem of the Workshop for the Blind!

Their ability to compete is also retarded by the lack of modern, labor saving machinery, and by the responsibility of using blind and handicapped labor. The national census by the Department of Commerce of all manufacturers in the United States reveals the fact that American industry makes an average investment of $11,200 in machinery and equipment for each employee on their payrolls. The limited figures available to me indicate that the average Workshop for the Blind has less than $375 invested in machinery and equipment for each employee.

With these figures in mind, managers of successful Workshops are doing a job which is little short of miraculous. Could private industry junk 96½% of its machinery and equipment, discharge all of its able-bodied employees and replace them with 75% blind and 25% orthopedically handicapped workers, and still be able to stay in business in competition with the remainder of their competitors?

There are successful Workshops in this country that are doing it!

The skills of business management and industrial supervision are many and varied. Institutions, or service organizations for the blind, are even more complex. I am an advocate of diversification in the workshop, which further complicates the problem of developing skills and supervision. Management problems grow in size and complexity in direct ratio to the size of the business operations altho the manager of the large business has the advantage of having in his organization specialists in various branches of his industry.

It seems pertinent to discuss some of the skills which are required in the average industrial operation. If the operation is privately owned and expanding rapidly the manager may find it necessary to give a considerable amount of attention to increasing capital.

Incidentally, corporations today are begging for advice as to how to give away money. It is estimated that corporations' excess profits in 1952 will amount to two billion four hundred million dollars. The Government will take 82% of it unless these corporations donate it to education, research or welfare. Thus they can donate $1.00 at a cost of 18¢.

The manager's problem of financing is much different in State Institutions where his working capital must come from legislative appropriations, and his Support funds from carefully prepared budgets which must be sold to State Departments and legislative budget committees.

Regardless of the source of funds, or the methods of financing, programing and planning are essential, and planning must be done with a knowledge of the needs and of the facilities for supplying them.

Producing a product or products which can be successfully and continuously marketed at a price which covers all costs of material, labor, overhead, advertising, sales commissions, etc., is the fundamental problem. The number of other problems which are generated by these basic activities are both amazing and perplexing.

Among them are problems of distribution, purchasing, stores and inventory, credits and collections, packing, storing, shipping or delivering, routing, tariffs, cost finding, auditing, pricing, banking, inventory controls, selection and training of factory personnel, wage systems, efficiency ratings, insurance, publicity and advertising, real estate, commerical law, and there may be a few lucky Workshops who have the problem of selecting proper investments for their surpluses.

An entire chapter could very well be written on the problem of Government relationships: unemployment and old age withholding and contributions, income tax withholding reports and remittances, excise taxes, City and County licenses, City and State sales taxes, State and Federal wage and hour controls, luxury taxes, real estate taxes, etc.

Management must plan, and fairly administer, problems of efficiency, wage rates, promotions, lay-offs, expense allowances, overtime, sick leave, vacations and leaves of absence.

Managers must set up policies of relationships between employees, between departments, between their organization and the public; relations with customers, suppliers, creditors and many others.

In our Institution we even assume limited responsibility for employees' recreation, Christmas dinner dances, etc.

Our business in Los Angeles has reached

$176,000 per month in gross sales of 65 products, in 9 different kinds of factory production. Such a wide variety of products expand and multiply all of the other problems many fold, and multiply and complicate the skills required in supervision.

Our three plants in California during 1951 did a gross business of 3.2 million dollars, employing 333 on the factory payrolls, amounting to $479,851.00, and produced gross profits of $116,000.00.

In the industrial organization, administrative control flows from the manager through three principal administrative channels to all functions and all employees. I refer to the Chief Accounting Officer, the Plant Superintendent and the Sales Manager.

The plant superintendent should have specialists under his supervision capable of acting as assistant superintendents or foremen, over each separate kind of manufacturing production. He supervises housekeeping services, building and factory maintenance, equipment repair and maintenance, fire precautions and prevention, etc.

He also establishes piece rates and hourly rates in conformity with the policies of the manager. Estimates for bids are usually prepared by the superintendent and the prices and extensions checked by the accounting department before being submitted to the manager.

The flow of authority controlling the majority of all other functions of the industry is through the Chief Accounting Officer, who supervises all budget controls, bookkeeping and cost accounting activities, purchasing activities, inventory control, stock records, finished goods and raw material handling in storage, credits and collections, shipping and delivery activities, equipment inventories and controls.

All sales activities and responsibilities are under the control and direction of the Sales Manager. His responsibility primarily is product-marketing, to which can very well be added customer satisfaction.

He plans and supervises sales activities to and through all agencies and distributors on all levels, and through commission salesmen to retail stores. He assigns territories and promotes sales of specialties to domestic and foreign markets.

In our business the job of interviewing applicants, selecting the proper persons to fill jobs in our own plant, keeping in close touch with the progress of these workers and eventually finding a place for them in private industry, is the responsibility of a personnel manager. Some industries doing considerable advertising would require the services of an advertising manager; and of course the ideal agency for the blind, as discussed by Miss Townsend, would require additional administrative heads and additional departments to provide for welfare, recreation, orientation, training, sight restoration and other services included in the activities of the agency.

These department heads are continually supplying the manager with reports of the activities in all branches and departments so that he is able to coordinate these activities to the end that good and saleable products are produced at the least possible cost to sell in sufficient volume to supply living wages to those blind in the community who want jobs, and at a sufficient price to cover all cost factors and yield a legitimate margin of profit. Perhaps I should say that this is the ideal because many agencies, in order to meet these conditions, or aims, require a subsidy and they certainly need make no apology if they do.

A manager who must make his decisions without proper information is being forced to expose his business to dangerous hazards. The ability to reduce the wholesale price of a product 5% may represent the difference between a small, mediocre volume in that product or a large and substantial volume. These price reductions can sometimes be made through economies in factory overhead, by changes in sources of raw materials, by increasing size of raw material orders, by altering methods of shipment or changing types of containers, by cutting handling costs in the plant, by adjusting piece rates, by re-routing production, splitting manufacturing operations or modernizing equipment, and even when unable to find a way of reducing costs the manager has the authority and responsibility to arbitrarily cut the selling price to meet a competitive market if in doing so he is assured an increase in volume, which in itself is capable of reducing overhead costs in a sufficient amount to reduce the cost of the product to meet the new selling price.

The tempo of production must meet the demand of sales. Distribution must precede advertising or advertising dollars will be wasted. Management must be continually sensitive to customer reaction. Product quality, design, labeling, packaging and service must combine to give customer-satisfaction. Customers are fickle and their wants are continually in a state of flux. Managers must be sensitive to changes in customers' wants, and progressive in making small changes in the products for eye appeal, keeping on the lookout for more attractive labels, improving packaging, etc.

As desirable as sales expansion may be, it cannot be allowed to run too far ahead of limitations in factory space and production, working capital and availability of raw materials.

How can the manager supervise and control such a multitude of activities? Current sales analyses come to him regularly which show him what kind of products are being sold, how much of each kind of product, where these sales are being made and by whom. Weekly reports on unfilled orders yield a vast amount of important information, revealing breakdowns in inventory control, shortages in raw materials, slow-downs in production, tie-ups in deliveries, and slow-ups in processing orders.

Monthly production reports and statements of profit and loss, covering each department of the business separately, supply a current picture of production volume and current profits or losses.

Budget reports assist in controlling monthly expenditures so that they do not exceed quarterly budget allotments.

Weekly factory personnel reports show the number of blind and sighted persons currently working in each department, and monthly reports showing all components of overhead costs frequently pin-point overhead expenses that can be eliminated.

The management of private business uses monthly balance sheets to watch current assets and current liabilities, and to keep them in proper ratio, and to periodically apply the 2 to 1 "banker's test" in comparing quick assets with current liabilities.

Annual gross sales divided by the excess of current assets over current liabilities indicate the working capital turnover, which will vary with different businesses, but which should probably be not less than 6½ times. These ratios should be watched carefully in examining Dun & Bradstreet reports of debtors as shortages of working capital is a common cause of business failures and materially hinders development and progress. It is an axiom that as prices rise working capital should be increased, and yet any excess in working capital should be profitably employed to keep the business in financial balance.

Working capital decrease is an important barometer as it may be caused by losses, or fixed asset expenditures may be coming from current asset funds.

Inventory turnover is computed on the basis of cost of goods sold, divided by average inventory, and this inventory turnover varies on the average for most industries from 4¾ to 5½ times per year. Our inventory turnover for last year was 8.87 times, which is far better than most industrial averages.

Inventory turnover denotes the number of times the merchandise has been sold out and replenished during the period under review. Rapid inventory turnover of course is desirable as it produces greater aggregate profits with less capital investment. Overstocks mean idle money, expensive storage, shortages of space, increased insurance, breakage, deterioration, obsolescence, etc.

Net sales divided by inventory denote dollars of yearly sales per dollar of inventory. This radio is frequently valuable in analyzing debtors' operating statements when, as is frequently the case, cost of goods sold is not shown.

Credits and collections must have constant and detailed attention. Prompt collections release working capital and permit advantage to be taken of discounts, or permit savings in interest through reduction of loans.

Collection standards may have to be established for your own business, but standards should be established and computations made currently to see if you are meeting these standards. Receivables divided by average daily sales denote the average number of days from the time of the sale to the collection of the account. These standards, once established, measure the efficiency of the collection department.

Another check on collection of receivables is to divide net sales by receivables, which denotes dollars of sales per dollars of receivables outstanding. The number of turnovers of receivables divided into the number of days in a fiscal period equals the number of days that accounts were outstanding before collection.

Our accounts are outstanding an average of 41 days, which is a remarkably low average. During the past 6 months the maximum was 43 and the minimum 39 days.

In 17 classifications of Business and Industry Hemmingways show accounts outstanding from a minimum of 41 days to a maximum of 96 days.

Regular and accurate inventory stock controls assure raw materials when needed, and prevent tying up working capital in materials not needed. Stores records should accurately and correctly reflect quantities of all materials on hand and the rate of current consumption.

The manager cannot be responsible for keeping the factory supplied with all the thousands of items required for production unless he can tell at a glance how much of a commodity is on hand, and on order, how rapidly it is being consumed, how much time is needed for delivery, what arbitrary quantity minimums affect the price; all sources and current prices, terms and delivery; and he must be prepared to consider cost of freight and to prescribe freight handling and routing which will assure arrival at your warehouse on time and at the lowest possible cost.

The proportion of your capital funds as compared with funds of creditors assists in ascertaining whether or not your business is reasonably well capitalized. It is desirable, of course, that owners should have more at stake than creditors, and that this percentage be constantly on the increase. This ratio is computed by dividing net worth by total liabilities, and the resulting percentage may be resolved into standards for comparison by referring to published averages. If the net worth as shown on the balance sheet is better than 40% of the total liabilities, minimum banking requirements are satisfied.

Beware of Efficiency Experts! Don't let the system specialists bog you down in red tape. After my foundry business had been completely systematized to the nth degree, Mr. Efficiency himself dropped in, all smiles, and said "Mr. Brown I am so gratified to see how many more employees you have since I installed your system."

"Yes, Mr. Efficiency", I replied "I had to hire them to take care of the system."

Use care in selecting your help and in assigning the right type of person to the right job. For example, if you have a deaf clerk, you might send him to the complaint department. If you have any dead beats on your ledger threaten to tell all their other creditors that they paid *you* in full.

Be particular with your correspondence, answer inquiries promptly. Correct and business-like invoices and statements actually help collections.

We had an old colored man who handled the hauling of our trash and refuse. We informed him that he would have to render a bill before we could pay him for the job. After much meditation he evolved the following bill:

"Three comes and three goes at four bits a went . . . . $3.00."

Don't spurn the old adage of "A penny saved is a penny made." Douglas Aircraft deleted the word "Please" from their notices and saved $250.00 a year.

A Pennsylvania department store saved $1800.00 a year by raising their paper towel dispensers 18". At this level users soon learned that they had to shake off excess water from their hands first in order to keep the water from running down their sleeves, and as a result they used only one towel.

Graphical analysis is most useful in the interpretation of statistics, and particularly in quick and easy interpretation of trends. I use current charts on sales, payroll, monthly units produced, inventories and fiscal year's statistics. During four years as Business Manager of the Los Angeles County General Hospital I made extensive use of the services of a cartographer and we were able, through graphical analysis, to place effective automatic controls on the number of employees required in all departments of this great $70,000,000 institution.

After a careful analysis of all the load factors involved in the performance of certain types of duties we were able, through

graphical postings of these load factors, in each department, and each type of service, to determine more accurately than the department heads themselves as to the number of people needed in their departments to take care of the current work load.

These load factors and ratios were applied to all departments of the business and resulted in reducing annual operating costs from 6 to 5½ million dollars.

The main components of our per capita costs were set up graphically and the trends watched very closely for their effect on our total per capita costs.

During the previous ten years I was principally engaged in the management of manufacturing plants which produced motor trucks, cast iron soil pipe and plumbing fittings. We made considerable use of graphical analysis, both in the techniques of administrative control and in recording our cost studies of cupola mixture and in the ratio analyses of spoilage and remelts as related to virgin ore and scrap iron.

Contrary to popular belief, we are not now in a period of short supply. There are of course critical materials which are in short supply, which are, and have been, under CMP controls.

In a manufacturing plant producing a wide variety of products it is difficult to find, and to hold, department heads capable of supervising and training people for highly technical operations.

We have therefore developed many of these techniques and trained ambitious workers in the skills involved. I prefer blind instructors because they not only understand the workers under their supervision better, but a blind person can always train a blind person more effectively than a sighted person is capable of doing.

In a manufacturing plant I do not carry this preference to total blindness. I prefer my blind instructors and supervisors to have between 20/240 and 20/150 visual acuity; in other words, not over 86% loss of sight.

Our manufacturing operations are quite complex and consequently many of our positions are difficult to fill, particularly because we may require a foreman to serve in several different departments, which requires detailed knowledge of several lines of manufacture, whereas his experience may be in one line only.

If his abilities seem to measure up in one line of manufacture we accept him and give him practical training in the other lines of supervision.

I think this is true of any large and complex business, hence we find it necessary to accept applicants on their basic experience rather than their specific training, and carry on from there.

We would not expect to find a plant superintendent with experience in 8 or more lines of manufacture, hence we accept one who has the best basic training and experience in one of our main lines of manufacture.

This would also apply to the position of Sales Manager, and in a much less extent to the positions of Chief Accounting Officer, Purchasing Agent, Storekeeper and possibly others.

Employees in classifications such as junior, intermediate and senior account clerks, seldom if ever come in with training specifically preparing them for their positions, hence they must be given auxiliary training and instruction.

Experienced stock clerks and storekeepers are basically trained when they enter your industry, but they seldom have had experience in the techniques of handling the same kinds of merchandise, or keeping identical stock records.

Thus, regardless of whether our new employees come from colleges or from the ancient and well known school of hard knocks we find ourselves constantly in the process of guiding and training them into our skills, our methods and our techniques.

Understudy every key position. Be prepared with a first assistant trained and eager to step up into larger responsibilities when the opportunity comes; his opportunity will be an emergency for you adequately met.

Remember always that no man was ever smart enough or big enough to successfully run a million dollar business. Such a business must be operated through the allocation of authority and responsibility. The good manager extends authority, hold his key men responsible in their own areas, and carefully avoids interfering in their jurisdiction.

To economize his own time he authorizes

decisions at the lowest level where information and suitable ability make these decisions safe. A good manager tries to assemble a staff that will make the fewest possible mistakes, but he expects his subordinates to make mistakes and deals with them patiently when they do.

A good manager does not enjoy throwing his weight around and there are seldom any circumstances which can justify such actions. The manager who carried a magnifying glass to locate shortcoming as subjects of criticism, but fails to give recognition to deserving and commendable accomplishments, will soon find that his builders have become mere brick layers. All of which reminds me of the wife who stated that her husband was an efficiency expert, and when asked what an efficiency expert was said "Well if we women were doing it they would call it nagging."

Successful businesses are built from competent and enthusiastic staffs who work with and for an administrative head who supplies guidance, suggestions, encouragement and inspiration—not kicks, cuffs and perpetual criticism.

Keeping his own time clear of the smaller details which can be done as well, or better, by subordinates is very important. Perhaps you can find a framed slogan capable of saving you many hours of time. I have two which have proven to be worth their weight in diamonds:

One says: "If you have nothing to do, don't do it here.

The other: "He who tersely says his say and then goes quickly on his way we hope to see another day."

The manager who has developed to the highest possible degree the skills and techniques required in the almost limitless areas of Business Management and Industrial Supervision will have at his disposal an organization of tremendous power capable of accomplishing miracles.

Thank you.

ENJOY GRADE TWO

* R. W. BEATH

Chief Librarian, Canadian National Institute for the Blind, Toronto, Ontario

Many Grade 1½ Braille readers imagine that Grade 2 is much harder than is actually the case. The majority of additional signs which are employed to make up Grade 2 are outlines of words, which when read in context cannot be misunderstood. Examples of these are "abv" for "above", "alm" for "almost", "al*th*" for "although" and "pd" for "paid". These word outlines account for 73 of the 119 extra forms which are employed to make up Grade 2.

In addition to these 73 word outlines, there are 46 contractions, making up the 119 extra forms. These 46 contractions are made by placing the right hand dots of the Braille cell before a Braille sign; for example, "dot 5" before "f" stands for "father", "dot 5" before "m" stands for "mother", "dot 5" before "the" stands for "there", "dots 4-5" before "the" stands for "these" and "dots 4-5-6" before "w" stands for "world".

When "dots 4-6", "5-6" or "6" precede a Braille letter, it indicates that the letter is the last of a familiar group of letters; e.g. "dots 4-6" before "d" represents "ound", "dots 5-6" before "e" represents "ence" and "dot 6" before "n" represents "ation".

The mastery of Grade 2 is quite within the scope of any Grade 1½ reader. In tests made among Junior grades in American Schools for the Blind and among adults in Canada, it was found that Grade 2 was picked up as easily and almost as quickly as Grade 1½. All Braille readers in England read Grade 2. Surely we on this side of the Atlantic are no less competent.

Grade 2 Braille gives more pleasure to the reader than does Grade 1½. In a recent survey made by a magazine printed in Grade 1½, it was found that its readers expressed a preference for Grade 2 in a ratio of nine to two. This should give publishers of Grade 1½ food for thought. Almost without exception those who are familiar with both grades express a definite preference for Grade 2. This is even the case with those who

* Visually Handicapped.

learned Grade 1½ in their school years. Of course a Braille reader will read any system if the subject matters has a strong appeal, but it is also true that a lot of good material is passed over by many Braille readers, simply because they find reading Grade 1½ irksome.

Grade 1½ readers are confronted by a serious restriction in the field of reading, since Grade 2 is almost the sole medium now used for printing Braille books. This means that the Grade 1½ reader must confine his reading to a few magazines, mostly of a sectarian character. Great areas of interest and improvement open to the reader of Grade 2 are locked away from the Grade 1½ reader.

The cost and bulk of Grade 1½ Braille is approximately 15% greater than that of Grade 2. These factors play an important part in the handling of Braille in libraries, in the mails and at home. Not long ago, a magazine printed in the United States found that by printing a Grade 2 edition as well as its Grade 1½ edition, the saving in paper and other expenses would more than pay for the cost of putting out the two editions, one in Grade 2 and one in Grade 1½.

With Grade 2 being used almost exclusively for the printing of Braille books and being taught in the schools for the blind, Grade 1½ is adding a serious note of confusion to the Braille picture. This aspect of the problem may not bulk large in the mind of the individual reader. However, it is an important factor to those who are interested in the general welfare of the blind.

The above are a few facts to serve as guides in the evaluation of the relative merits of Grade 1½ and Grade 2.

To summarize: (1) By not introducing Grade 2 we are debarring our Braille readers from learning a skill which is well within their scope. (2) By continuing Grade 1½ we are depriving our Braille readers of maximum pleasure through Braille. (3) By continuing the use of Grade 1½ we are denying many Braille readers access to the wide range of general literature. (4) Grade 1½ is adding to the cost and bulk of Braille. (5) Grade 1½ is adding a dangerous element of confusion to the Braille picture.

In conclusion, I would like to express the hope that all publications now being printed in Grade 1½ will, through a planned and gradual introduction of additional signs, bring their readers to the full enjoyment of Braille through the use of Grade 2.

FACTORS TO BE CONSIDERED IN OPERATING A CHAIN OF FOOD SERVICES

WILLARD A. OFFNER

District Manager, White Castle System Inc. Louisville, Kentucky

Mr. Chairman, Ladies and Gentlemen: We Kentuckians are noted for our warm receptions, but on this occasion we almost overdid it: A friend of mine once gave a definition of an optimist and a pessimist. He said that an optimist is a person who sees the light where there is no light and a pessimist is a person who blows out the light. A good doctor first tries to find the cause before he attempts to recommend a cure. There is usually a pessimistic and an optimistic side to most viewpoints. Let us dwell for a moment on the pessimistic side. We are faced today with an entirely different situation than we were a quarter of a century ago. Service and sales people, generally speaking, are quite indifferent. It reminds me of the story of the farmer who had a mule which persisted in running into a tree. Someone asked him if the mule was blind; he answered "No, he just doesn't give a damn". That is the attitude of thousands of people today who supposedly are trying to serve the public and regardless of who we may try to blame for this situation the fact remains that it does exist and instead of worrying about it, we may as well make up our minds to live with it.

Regardless of where we go we can see many instances of indifference. On May 11 this year I invited four young men to a dinner meeting to hear "Red" Motley, President of Parade Magazine, and one of the outstanding salesmen now living. He is rec-

ognized throughout the United States as among the first ten in the selling profession. I naturally thought that any young man should make a great deal of effort to hear such a speaker and that it would be an unusual situation if one of the men I had invited failed to get there. However, one did fail to show up, and I felt sure that nothing less than a broken leg, or some such catastrophe, had befallen the young man. Upon inquiring as to why he failed to arrive, however, his answer was that he had a stomach ulcer and couldn't eat the steak. He was not interested in hearing one of the finest speakers now available.

One case which is a little out of the ordinary happened in our New York division a few years ago. When an employee was informed that he had been given a raise and would be expected to do a little better, or perhaps a little more work, his answer was that he would just as soon make a little less and do a little less.

We may wonder why we find so many sales people with an indifferent attitude, not only toward their jobs but toward the public in general. For many years they have been told that they would eventually be taken care of, they would have ample income for more abundant living, and that they would have no problems at age sixty-five. Most of the younger people nowadays feel there is no actual incentive to do a real day's work. Jobs are plentiful and if they don't like it one place they can go some place else. Freedom of opportunity no longer appeals. They now want guaranteed results. The attempt to secure guaranteed annual wages is the direction of their thinking. If possible, some would appear to be willing to lay down and sleep until they are sixty-five if they could be assured of getting their Social Security when they awakened.

Now I want to assure you that I am an optimist all the time. A few weeks ago I predicted that our production per man hour would reach a new high sometime this year. It actually happened within a month after the prediction was made. On a recent visit the President of my company remarked that in his opinion we had the best organization in history. However, this will not lessen our efforts toward further improvement.

I will make no attempt to advise you how to select a location in your business since it differs greatly from ours. Perhaps the simplest method would be to compare it with the best location you already have and if it meets that test you should not be too far wrong.

The purchase of equipment of course should be designed to fit the business you are going to operate and should be the best you can afford to buy, provided of course that you can utilize it to full advantage.

With so many indifferent sales people at the present time you may wonder whether or not it is possible to hire and train competent people who are courteous and interested in getting ahead. It certainly is possible! And I sincerely believe we have a very good organization today. Perhaps the most difficult thing to do is to screen the applicants properly, select those who are most suitable and give them good competent training over a period of time. To do this it is necessary to have good instructors.

A good supervisor or instructor should have several outstanding qualities—ability to get along well with people, patience in abundance, sympathy and understanding, the ability to tell the story of the organization for which they are working, adaptability to rapidly changing conditions and readiness to admit their mistakes and take measures to correct them. Any good instructor can do the job quicker, and possibly better, than the student. However, since that isn't possible, a training program is always necessary if we are going to expand our operations. Employers used to hire the cream of the crop. In recent years there hasn't been a very good crop, and practically no cream, so we have to select them more carefully and train them better.

In building business over a period of years we should put the quality of the product high on the list, followed very closely by service and cleanliness. These three essentials will gain public acceptance for our business.

One of the most important parts of any successful business is a good public relations program. Our relations with our fellow workers are also quite important. Money alone won't keep them happy. Over the years we have given many benefits which in

their accumulative effect have given our employees many reasons for staying with the Company. Most of these benefits are not available in similar lines of work.

The basic requirements for making headway remain the same today as they were twenty-five or fifty years ago. They are the ability and willingness to do the job better than someone else is able or willing to do it.

What we need in most businesses today is fewer people trying to blow out the candle and a whole lot more who are trying to see the light. Perhaps the light is a little more difficult to see than it was years ago, if so, then that only increases the challenge for us to be constantly optimistic in our outlook.

THE EFFECT OF VENDING MACHINES ON THE VENDING STAND PROGRAM

* M. I. TYNAN, Chief

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Let me first state that when your Chairman and Secretary called upon me and asked me to appear on this program today, I did so very reluctantly because I felt there were many among you who had a real contribution to make and inasmuch as I had addressed your group last year, I thought you would rather hear from someone else. However, they insisted this subject was most important at this time and that I should give you my observations and opinions relative to the effects of vending machines on our vending stand programs.

I think we would all agree that probably no other development in work for the blind in recent years has had more influence or attracted more favorable attention than our vending stand programs. In addition it is safe to say that in many states the operators, on the average, are financially much better off than any other group of blind persons within their communities. The vending stand programs have also done more to mold public opinion favorably concerning the abilities of blind persons than any other area of work in which blind persons have engaged.

In general, we can be justly proud of the progress made when we consider that prior to 1936 the Agency for the Blind in New York, and the Canadian National Institute for the Blind were the only agencies which had organized vending stand programs. With the passage of the Randolph-Sheppard Act in 1936, the States immediately saw the possibilities afforded by the Act and promptly took advantage of the opportunity to expand their programs to include the establishment of vending stands in state, county, municipal and private locations. As a result we have today somewhat over 600 vending stands operating in Federal buildings and probably twice this number in other locations. All of us have witnessed considerable improvement throughout the years and many states have organized their programs on a sound businesslike basis, installing adequate modern equipment, and providing necessary business advice to the operators, and what is even more gratifying the earnings of many of those blind persons participating in the program have shown steady improvement. We still have far to go, but taken by and large, we have gained enough experience in every phase of the program so that we are in a position to go forward to even greater achievements in the future.

Last year I dwelt at some length on the progress that had been made, called attention to certain danger signals, and made suggestions as to how we might strengthen our programs to overcome these dangers. This year I have been asked to talk about the effect of vending machines on our vending stand programs which at present is a matter of grave concern to all of us.

When we began to develop the vending stand programs in 1936, it was fortunate that there were but very few large vending machine companies in the country and these posed no great threat or hindrance to the establishment of vending stands as authorized under the Randolph-Sheppard Act. About this time, however, certain large vending machine companies were being organized, and naturally were anxious to secure

* Visually Handicapped.

the lucrative locations afforded in many Federal buildings. In 1939 upon asking for a ruling from the Office of the General Counsel of the Federal Security Agency, an opinion was handed down to the effect that a vending machine might or could be considered the same as a vending stand under the Randolph-Sheppard Act. Inasmuch as many of the State agencies were in need of funds to finance their vending stand programs especially for the purchase of necessary equipment agreements were made with certain vending machine companies whereby the income derived from vending machines installed in certain buildings, where it was not feasible to establish vending stands, could be utilized for the development of the vending stand programs. The original concept, of course, was that vending machines would only be installed in buildings where it was not practical to establish vending stands especially in those buildings where the number of employees was not sufficient to justify or support a vending stand. If vending machines were installed in buildings where vending stands had been established, the vending machines would be considered adjuncts to the vending stands.

I should point out that even at the present time the number of blind persons engaged in vending machines as a business is small, and, therefore, has not conflicted with the vending stand programs. Although many of the vending machine companies have been most cooperative and have endeavored as far as possible to work with those of us concerned with the vending stand programs, they are, nevertheless, concerned primarily with profits and are not too much interested in who receives the income derived from their machines. However, on the other hand, many employee welfare associations and similar groups have realized that it was possible to secure a substantial contribution from vending machines established in the buildings in which they are employed. Therefore, in recent years a considerable amount of competition has developed for the income which might be received from vending machines; likewise machines have been developed which sell virtually all of the merchandise now being sold on our vending stands; thus we must admit today that the vending machines pose a serious threat to our entire vending stand programs.

Within recent years there is seemingly a tendency on the part of building custodians and others concerned with the management of buildings to encourage the installation of vending machines rather than authorize the establishment of vending stands. This, in my opinion, is in direct conflict with the intent and purposes of the Randolph-Sheppard Act which was enacted to enable blind persons to engage in remunerative employment through the operation of vending stands.

You realize, of course, that the policies of the various Federal departments controlling buildings all differ insofar as their interpretation of the Randolph-Sheppard Act is concerned. The Post Office Department, for example, has always maintained that if a vending stand were established in a post office building, it must be under the provisions of the Randolph-Sheppard Act, and as very few of their buildings have cafeterias or similar food services, no particular problem has been encountered. However, since the change of policy by the Post Office Department relative to the installation of soft drink vending machines many problems have arisen. In the first place, the Post Office Department made it very clear that the income from any vending machines installed in buildings for which they were responsible would accrue to the vending stands. It will be recalled that prior to the change of policy of a year and a half ago, permitting vending machines to be installed in post office buildings, the Post Office Department had maintained that no vending machines were in operation in its buildings. However, with the change of policy it developed that in many buildings, especially the larger ones, vending machines were in operation and the employee welfare groups were receiving the proceeds; thus with the change of policy these groups were very reluctant to relinquish this income to the vending stands. This situation has caused considerable misunderstanding and many of these problems are yet to be resolved.

The Public Buildings Service, General Services Administration, which is responsible for most of the large Federal buildings throughout the country has not had a definite or written policy on this subject until quite recently. However, they have always

maintained that a vending stand might be established only if the occupants of the building wanted and needed the service, and such service could be provided by a vending stand established under the Randolph-Sheppard Act, but if the occupants required or desired a cafeteria or other food service then it was with great reluctance that they authorized the establishment of a vending stand. A recent policy, however, did state that in buildings where vending stands had been established, the income from vending machines would accrue to the vending stand except in those buildings where cafeterias or other food services had been established.

Within recent years there has been a tendency on the part of certain local officials of the Public Buildings Service to encourage the installation of vending machines rather than vending stands. In some instances the profits would accrue to the vending stand programs within the state but generally they accrue to employee welfare groups, and even in buildings where vending stands have been established a great deal of competition has developed on the part of employee welfare groups to secure the income derived from vending machines.

All of us are aware of the weaknesses of the Randolph-Sheppard Act which make it difficult to cope with this situation. It is obvious that the only real solution to this entire problem is to amend the act so as to correct these weaknesses. There can be no doubt as to the intent of the act with respect to the establishment of vending stands to provide employment for qualified blind persons. The responsibility for determining whether a vending stand may be satisfactorily and properly operated by a blind person in a given Federal building should rest with agencies familiar with the capabilities of blind persons rather than with the various Federal departments controlling buildings who are not as a rule in a position to make such a determination.

As I have indicated this whole question of vending machines is of vital importance and if the Randolph-Sheppard Act is to be amended, it should be done without delay. At the same time we should do everything possible to improve the services from our vending stands, so that there will be no opportunity for criticism, and thus nullify in many instances the desire and need for vending machines.

It is also imperative that we review and evaluate the possibilities of operating successfully vending stands in various Federal and other buildings where vending stands do not now exist, and to use every possible persuasion to see to it that vending stands are established in such locations. We should discourage the installation of vending machines where proper and adequate services can be provided through the vending stands and if vending machines are installed they should be as adjuncts to a vending stand. We should lose no opportunity to acquaint the general public with the advantages of the vending stand programs and solicit their support in securing suitable locations where services can be provided through vending stands.

It is the responsibilities of the agencies and the operators as well to give all possible support to this program and especially as it relates to the installation of vending machines. We must never forget that the intent and purposes of the Randolph-Sheppard Act are to provide remunerative employment opportunities to blind persons. Income derived from vending machines does not give the blind persons an opportunity to demonstrate his ability to provide any appreciable amount of service, and, therefore, is another form of unearned income. It has always been my belief that nothing is more important to the average employable blind person than an opportunity to earn by his own efforts a sufficient amount so that he may live a normal and satisfactory life.

It is my understanding that the legislative committee of this association will introduce legislation at the next session of Congress which is intended to correct many of the present weaknesses of the Randolph-Sheppard Act. This will be a major activity of your legislative committee this year and they will need the help and support of all of you if the legislation is to be enacted into law.

We must be constantly on the alert to this situation and leave no stone unturned to retain the gains which we have already made and encourage efforts which will enable us to go forward and expand our vending stand programs to the limits of their potentialities.

We can succeed if we but recognize the danger signals, unite our efforts and all pull together to the end that blind persons may have opportunities for gainful employment through vending stands and other types of business enterprises.

SUCCESSFUL METHODS USED BY BLIND PERSONS IN HANDLING THE SO-CALLED "DIFFICULT ITEMS"

DOUGLAS R. STRONG, Manager
Industrial Cafeterias & Stands, Canadian National Institute for the Blind, Toronto, Ontario

I am particularly gratified with your request that I speak about our canteen operations in Canada as I believe this type of stand offers greatly increased opportunity for blind men and women who have managerial ability.

In the thirties it became evident to us that the dry stand locations were not going to be sufficient to employ all of our men and women who wanted and could manage stands. We therefore decided that we must broaden the field of stand employment and decided to turn to industry for possible locations for canteens selling soup, sandwiches, desserts, tea, coffee and milk, in addition to the standard dry stand lines.

In giving consideration to answering the question implied in the title of this talk as to how the more difficult times can be handled by a blind person it became evident that a somewhat indirect answer would have to be given.

It has been our policy for the past twenty years to have the preparation and service of all unpackaged food performed by sighted people. I believe that all of you here, whether blind or sighted, will agree with me that this is a sound policy both practically and psychologically. This policy, therefore, requires that there be at least two persons in each canteen, if a blind manager is to be employed. Carrying out deduction further, it is evident that the potential business must be great enough to pay the wages of two people.

Having arrived at this point in the selection of a new location our constant purpose has been to continually improve the design of our canteens in order that the maximum amount of business can be transacted with the minimum number of people. To accomplish this the obvious aim has been to design the equipment so as to enable the customer to do as much for himself as possible.

If you will follow my description closely, I shall try to describe to you what has become almost a standard type of canteen counter for us. It is usually about fifteen to twenty feet long and has a guide rail in front of it about twenty inches away. In this regard we have found that the customers are served much more quickly if lined up at the counter, than if allowed to bunch up in front of it as they seem to prefer doing.

At the beginning of our counter an electric cooler is set in flush with the top of it, this cooler being fitted with a top split longitudinally with a hinge joining the two halves. This allows the whole length of the cooler to be open to the customer on the customer's side of the counter. In this cooler the milk and soft drinks are stored. Immediately above the cooler is a two- or three-shelf display rack on which the desserts, bread and butter, and wrapped sandwiches are displayed.

Proceeding along the counter several trays of tea and coffee cups are stacked next to which is an automatic cream dispenser followed by a battery of self-serve urns. These self-serve urns are simply standard urns with additional taps of an automatic type added to the customer's side. There are two for coffee and one for hot water. The customer having helped himself to a piece of pie or cake or a fruit cup for dessert from the dessert rack, along with his choice of sandwich, picks up a cup, pushes it up against the cream dispenser lever, thereby receiving a measured amount of cream, and then pushes it against the coffee tap lever pouring himself a cup of coffee. If tea is desired, a tea bag is placed in the cup and the cup is pushed up against the hot water tap lever.

Next to the urns is the cash register behind which the blind manager stands. Behind him on the wall are the cigarette and chocolate

bar display cases, below which is the ice cream freezer. If any of these items are desired, the blind manager serves them to the customer who tells him what items he has taken from the counter and pays for them.

Meanwhile the sighted assistant, having prepared the food for the display racks on the counter, is continually replacing items that have been taken by customers from the shelves on the back wall. She is also making fresh coffee in one side of the urn while customers are taking it from the other. Gauge glasses on the customer's side of the urns indicate which side has coffee ready for sale.

Through this process of making our counters as much self-serve as possible we have canteens serving upwards of two hundred dollars a day with two people operating them and in some cases, a third person assisting for a few hours a day. This is possible only when there is no dining room and hot drink paper cups are used. If china cups are used and a dining room is maintained, the number of people required is increased.

Absolute cleanliness, good food, and efficient service are the keynotes of success in the food business regardless of who the operators may be, and the type of canteen which I have described simply helps to simplify the operation of the counter and in no way substitutes for any of these fundamental requirements.

I have attempted to give very briefly indeed, one form of canteen service operated by the Canadian National Institute for the Blind in Canada in the hope that this explanation may be of some assistance to you in your own stand programs, and in being brief I am hoping that we may get closer together in the solution of our common problems through a discussion of them in the time remaining.

SERVICE TO BLIND MUSICIANS THROUGH THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

MRS. EDITH SIMPSON

National Music Consultant Canadian National Institute for the Blind, Toronto, Ontario

Service to blind musicians through the Canadian National Institute for the Blind begins with the work of the National Advisory Committee on Music. Formed in 1939 the Committee's work was at first limited to the Ontario Division but by 1946 it had become National in scope and the membership was enlarged to include representatives from Quebec and the Maritimes. Regional committees have been formed in Quebec and Ontario during the past three years and we hope in time to have these committees in each of the six Divisions.

Mr. Herbert C. Treneer has been Chairman of the Committee since its beginning and Col. Baker is also one of the original members. The first Secretary was the late Dr. Sherman Swift for many years Chief Librarian of the C.N.I.B. Two years later he was succeeded by Dr. Ernest Whitfield who joined the Institute staff as Director of Musical Research, with Mrs. Whitfield as his assistant, acting as Recording Secretary to the Committee. Dr. Swift continued as a member of the Committee and was a source of constant inspiration and help until the time of his death. Mr. Beath has represented the National Library on the Committee since he became Chief Librarian and we are indebted to the entire library staff for constant service to the Music Department. The Music Library which plays an important part in our service to blind musicians, is in the process of moving to Montreal to be combined with the extensive music collection in the Quebec library, and it will continue as a part of the National Library under the direction of a special music librarian. We are fortunate in having had as members of the Music Committee two Librarians who also happened to be keen amateur musicians and Mr. Pellerin, who will look after the combined music library is a professional musician with years of experience. Other members of the Advisory Committee on Music are: the Superintendent and members of the music staff of the Ontario School for the Blind; representatives from the Quebec and Ontario music committees; also from the Canadian Council of the Blind; one very

fine piano tuner with years of experience in private practice; a Home Teacher and members of the Institute Staff whose departments are concerned with the work of the committee, including the National Consultant for Field Services.

The purpose of the Committee is to discuss problems which face blind persons in every phase of music and to improve the status and qualifications of blind professional musicians.

During the time that Dr. Whitfield acted as Secretary to the Committee and as a result of his work in musical research, standards were set up for musicians, music teachers and piano tuners which have enabled us to establish means of ensuring that those who apply to the Institute for help in obtaining employment, are properly qualified. He also began the work of compiling a register of musicians, teachers, tuners and all others interested in music, with a view to developing every means of meeting their particular needs.

When Dr. Whitfield returned to England in 1946 to become one of the Governors of the British Broadcasting Corporation and later, as Lord Kenswood, a member of the House of Lords, I took over the Music Department and succeeded him as Secretary to the Music Committee. I became National Music Consultant, a title which more accurately describes my position and which also, like the cloak of charity, "covers a multitude of sins".

Problems connected with blind musicians everywhere in Canada find their way to the Music Consultant and I have even been consulted internationally as requests for help have come from Norway, Belgium, Great Britain, Bermuda and the U.S.A.

The register of blind musicians and tuners now numbers about three hundred and of these fifty-eight are tuners, most of whom are also musicians as well, ninety-five are teachers, sixty in Quebec Division alone, and a number of these are also church organists, the rest are either engaged in making a living by popular music or they are amateur musicians with enough talent and training to earn extra money either as concert performers or popular entertainers. In addition to the registered group of professional musicians and those amateurs who add to their income by music, we have a much larger group who enjoy music and who may perform occasionally for friends or at parties. This group forms the basis of the two Music Clubs which flourish in Winnipeg and Vancouver and among them we find some who are anxious to continue their studies purely for their own satisfaction. Sometimes we have requests for teaching in Braille music and we can generally find a Home Teacher who is qualified to do this as many of them are trained musicians though they are not required to be. I am indebted to the Home Teaching staff and to the Field Secretaries for much of the information in the music register and also for making the music department known, far and wide. Articles in the Braille Courier and our National News have also brought requests for help and friendly letters from musical blind people who are interested in our work.

In Toronto we have a Bursary Committee jointly with the Women's Auxiliary, which recommends small grants for those who wish to continue studies in music, dramatics, dancing, etc., simply for their own pleasure and who are willing whenever possible, to pay part of the cost of their tuition themselves. Similar grants may be given anywhere in Canada through the local Advisory Boards, generally on the recommendation of the Field Secretary or Home Teacher. Much more extensive aid is given to those who have enough talent and training to become professional musicians.

I am frequently asked for help in finding suitable teaching material, also material for concert and radio performance. While we have a large stock in the Music Library it is sometimes necessary to have something transcribed when the right piece can not be found in Braille. The Institute maintains a personal service of music transcription which has more than trebled during the past three years. A charge of five cents a page is made for this service and we pay the transcriber twenty-five cents a page. We have done emergency orders for one musician in England and another in New York State but we are not really able to extend this service outside Canada. The Quebec Division maintains a separate transcription service and keeps three transcribers busy as there are so many music teachers and organists there.

They also transcribe quite a lot of popular music for night club entertainers and band leaders. We do transcriptions for piano, choirs, violin, clarinet, trumpet, saxaphone, guitar, piano accordion and harmonica but so far nobody has asked for selections for the bagpipes.

Requests come from the general public for tuners and concert artists, music teachers, oratorio singers for churches, or an accordion player for a corn roast. We try to supply everybody with just the right tuner or entertainer and by keeping a good standard we generally succeed in making a connection that often leads to real friendship and further musical opportunities.

I worked with the Director of Publicity and a committee from the Canadian Council of the Blind on several national broadcasts for White Cane Week, also suggested talent and material for similar local broadcasts. A "Suite for Orchestra" composed by Gabriel Cusson was played during one White Cane Week by the Toronto Symphony Orchestra at a "POP" concert. These concerts are broadcast on a national network and the announcer gave an account of Mr. Cusson's work as teacher and composer and a very helpful reference to the purpose of White Cane Week.

During the war Dr. Whitfield began music appreciation classes for the War Blinded Department and I carried these on for two years after he left. Since the numbers were small and the attendance somewhat irregular it was only possible to do a limited amount of work but we did have some very successful programmes and I found that it was possible to arouse interest and stimulate some sort of focussed listening so that, while not all of the students learned much about music most of them did learn to distinguish one sound through another and to follow a single part in a quartet, or a section of an orchestra for some distance. Some years later I was glad to hear from several of the men that they had bought records and continued many of the experiments which we had tried just for the fun of finding out how much people really did listen. I have also planned similar programmes for the music club which I helped to start on a visit to Vancouver, and for other groups of listeners who wanted to understand how to listen without being given too much heavy musical fare. Some of the veterans took up music studies and I was called upon to find teachers for them and sometimes instruments as well.

We are sometimes asked for help in organizing small bands or concert orchestras among blind clubs and it became necessary to adopt a definite policy about the purchase of musical instruments as these are expensive and sometimes hard to get. We will assist in the purchase of instruments where they are to be used by members of a group and where they remain the property of the local C.N.I.B. offices but we do not buy instruments outright for individuals except under very exceptional circumstances or where they are needed as part of a rehabilitation programme. Where people are anxious to buy an instrument for themselves we will give assistance and in most cases help with part of the payment but it is necessary to proceed with caution in this matter as a great deal of money can be wasted on instruments that get very little use before they are discarded for some other fancy.

Recently we had a young girl graduate in organ from the Toronto Conservatory, whom we felt had better than average ability owing to the excellent training she had at the Ontario School for the Blind and the fact that she had some experience in teaching and choir direction during that training. This opinion was confirmed in an interview with the Examination Registrar of the Conservatory who felt that on the basis of her continual high standing in both piano and organ examinations and the fact that she had also won honours in the written examinations, she should hold out for an organ post at a minimum of one thousand dollars per year. The Toronto papers gave her good interviews and photographs and she made a charming subject in her graduation frock and college gown with a corsage bouquet from our Womens Auxiliary. Through our Publicity Department a news story appeared in over seventy papers from Newfoundland to Victoria, as a result she obtained a post as organist and choir leader in a town not far from her own home and she is teaching in both places too. A few weeks ago she addressed the local branch of the Music Teachers Association of which she is a member, as

guest speaker, telling about her work and how much Braille had contributed to her success. Good church organists are scarce now and with a good training and a fine personality she would have found work in time but by the right use of publicity, work found her much more quickly.

We have been fortunate in our relations with the Musicians Union and generally they are very kind to us. Several of our musicians have been allowed free membership cards and we have been allowed to use non-union talent on broadcasts provided they were porperly paid. Last Winter, under the auspices of one of the local Lions Clubs, the Ontario School for the Blind presented fifty-five senior students in the "Mikado" in one of the large Toronto concert halls, and we were given permission to use members of their regular music staff as accompanists. I worked with the Lions on this project and we also had a great deal of help from our Director of Publicity, Mr. Paul O'Neill.

For several years I have been keeping under observation a case from the Workmens Compensation Board of a young man, blinded while welding, who wanted to take training to become a singer. This was something new for the Board and our Welfare Department called me in to advise them. With the help of the finest accompanist and singing coach from the Conservatory we made out a programme of studies for the boy and pointed out to him that he could not expect to earn a living as a performer only and must direct his studies toward teaching as well. He had the added handicap of very little more than Grade Eight schooling but with a good voice and an Italian background which might make languages a little easier for him, we felt that after five or six years of hard work he might reach the point where he could look forward to a professional career. This programme has been working out slowly for the past three years in spite of difficulties in health which have been a setback. I am still not sure whether music will prove his ultimate goal but he has a right to try it and if he can not make it we will train him in some other field and keep music for a sideline. I would never have encouraged him except for the fact that he has a good voice and is willing to work and he was also still so far from being adjusted to blindness that it was essential for him to have something to work for that he cared about.

The Music Consultant is employed on a part-time basis but I find that it may be part of any time and much of my work is done outside office hours and sometimes sandwiched into holidays when visits can be made to cases in other districts. In every department of the Institute, and I work with all of them at some time, the individual comes first, and each case is dealt with according to need but this is specially true in dealing with musicians, for blind or sighted, all musicians are intensely individualistic and since I work with all ages from the preschool blind group under ten, to newly-blind adults over seventy who want to keep up their musical pursuits, there is never a dull moment in the music department.

The Music Committee has sponsored two conferences of blind musicians which brought together many who thought that they problems were insoluble until they found that by pooling their resources many difficulties might be overcome. The first conference took the form of a Refresher Course held in 1948 at the Ontario School for the Blind. Twenty teachers and several young students attended, from Ontario and Quebec. Lectures were given by Mr. Smale, Director of Music at the School, Mr. Treneer, and Professor Michael Head of the Royal Academy of Music, London, England. Lectures covered Piano, Organ, Singing, Class Singing, Theory and History, School Music, "Sight" Reading, etc. Each lecture was followed by a period of very lively and informal discussion when problems would be presented and methods demonstrated. Almost everybody took part in some actual performance and good-naturedly submitted to kindly criticism and advice. Many of the lectures and performances were recorded on a tape machine and gave great amusement when they were played back to the class. The Second Course was given in Montreal in the Music Building of McGill University, with residence provided at a nearby hotel. This was a much more professional affair (we even had an escort of mounted police to take us to and from classes) and as there are a number of outstanding teachers in Montreal the lectures were given entirely by local blind musicians. The attendance was seventy-one

and included teachers and students from Quebec, Ontario, the Maritimes and one from Barbadoes. Tuners were also represented from several Provinces. Programmes were printed in Braille and all proceedings were given in both French and English. They were recorded on two different types of machine by one of the musicians attending the conference, a night club entertainer who also ran a radio and electrical appliance store. Both these ventures were musically and socially outstandingly successful and we hope this idea may be extended some day to include similar gatherings on an international scale.

We have also participated in two conventions of the Canadian Federation of Music Teachers Associations, which is a national organization. In 1946 the convention was held in Toronto and we had a display of material relating to the work of blind musicians in various parts of the country. A great variety was offered too, teachers, composers, concert and radio artists in the classical field and jazz pianists, dance bands, guitars, trumpets and even the bagpipes in the popular sphere. We also had Mr. August Liessens demonstrate his Music Writer. In 1948 in Banff, we had a place on the convention programme and Mr. Treneer, Mr. Zaplasky, and Mr. Liessens, all of whom are members of branches of Provincial Music Teachers Associations, gave demonstrations of how the blind music teacher overcomes his difficulties in teaching sighted students and Mr. Liessens also showed how he directs and conducts bands, choirs and orchestras in the schools of Sorel. These demonstrations aroused great interest and have borne fruit in an increased awareness of the important part the properly qualified blind music teacher can play in the community at large. It is an important part of the Committee's work to further the integration of groups of blind and sighted musicians and membership in the music teachers associations helps to keep the blind teacher in touch with the world of sighted musicians which is after all, where he must earn his living. Since these associations demand definite teaching qualifications, membership in them signifies that the blind teacher is adequately trained to compete with the sighted.

The Committee has fostered the plan of having students in schools for the blind who are training to become music teachers, obtain some actual experience in teaching sighted pupils under supervision, before they leave school, and that they should be familiar with the use of the Liessens Music Writer and the use of staff notation. We also recommend that after graduation, these students should have further training in pedagogy and a general music course for at least one year in an accredited music school or University along with sighted students. Assistance is available for students taking music courses in the Universities as it is for those in other courses and is also given to teachers desiring to take refresher courses or to improve their qualifications to meet the increasingly high standards required in the teaching profession.

Piano tuners are also encouraged and assisted by the Committee. The Standards set up in Dr. Whitfield's Report are maintained as widely as possible and in Ontario the Institute has set up a system of examination and certification of tuners which ensures that the public obtains only the best tuners through our offices and the good tuner has some protection against those tuners who will cut prices and do work for which they are not properly qualified. After six years of this system we now find that men are asking to be examined because they find that the man with the certificate is getting all the work. When we have to fail a candidate we have tried to carry out the Examiners' recommendations if they suggest that further training or a period in factory work would bring results. We have two tuners on the National Council, the governing body of the C.N.I.B., and with Mr. Treneer a member as well, we are fairly sure of adequate representation for our musical blind when matters of national policy are being debated, quite apart from the fact that Col. Baker has been the inspiration behind most of the work that we are doing.

It was through Col. Baker's interest in our National Music Committee and as far back as 1941 that the idea of a music committee or music section in the A.A.W.B. was first discussed. In 1947 this idea bore fruit in the shape of the committee which has been responsible for this meeting and for

previous meetings of a similar nature and which has worked steadily toward the idea of forming a music section with the A.A.W.B., which would serve on an international scale much the same purposes as our C.N.I.B. Committee does in Canada. We have proven in a small way that much can be accomplished in service to blind musicians through the C.N.I.B., and I hope that very soon somebody will be giving us a paper on "Service to Blind Musicians Through the A.A.W.B. Music Section."

THE EDUCATION OF MUSICIANS AND PIANO TUNERS IN SCHOOLS FOR THE BLIND (A SUMMARY REPORT)

*CONNIE ANDERSON
Columbus, Ohio

The following information was gathered from answers to questionaires, which were compiled during the spring of 1952, by 27 schools in the United States, and one in Canada.

Many schools for the blind do not have enough teachers in the music department, and consequently, these schools cannot give students proper music training. Many of these teachers know nothing about braille music, which makes it impossible for many students to receive proper training on this subject. All partially sighted students are taught enlarged staff music notation, but many music departments do not teach the totally blind children anything concerning this subject. These children should be taught as much as possible about staff music notation, because after they graduate, this knowledge might be very useful if they happened to teach sighted students, or if they found it necessary to transcribe music into braille. With sighted assistance, it would also make it possible for more of them to write arrangements for sighted orchestras.

A music department cannot be a complete success, unless it gives instructions on a big variety of instruments. The most important ones are: Piano, organ, and all band instruments. Violin could also be included, which is the case in many schools, although this instrument is not as important commercially as it used to be, and because of this fact, is no longer taught by some schools. It is also important that the instruments be of the best quality, and always kept in excellent condition. Unfortunately, in many schools for the blind, the opposite is the case, and music students in these schools are handicapped because of poor instruments.

Many schools do not give enough music recitals during the year. This is very bad, because a blind music student should be encouraged to appear before the public as much as possible, so he can develop confidence, and the sighted people can get to know the blind child better. All this can have a very important effect on the future of the blind student after he graduates. Some schools do have the music students appear before the public many times during the year, and in some cases, they also perform on radio and television programs. However, several schools have the music students entertain at club banquets, which formerly hired blind professional talent. These students receive no pay for their performance, and the blind professional musician is deprived of part of the money which he needs in order to make a living.

In some schools, not much effort is made by music teachers to train students so they can work in the professional music field after they graduate. Also, in some cases, students find they cannot enter a music conservatory when they graduate, until they go back to the school for the blind, and take post graduate study in music.

At the present time, practically all the schools for the blind allow students to practice and play popular music at the school, and some even have records of the best in popular music, for the students to listen to, and study. In the past, students were not allowed to practice popular music at some schools, but it was found that instead of improving the department, this policy tended to make the students have less interest in

* Visually Handicapped.

music, and so the music department in these schools became very poor. When popular music is encouraged, students seem to take a much greater interest in classical music. All schools for the blind should have a dance orchestra, but many do not. A music student gets very valuable training when playing with a group, which can be extremely useful if he should work in the music profession. Blind students should be encouraged to work one night commercial jobs, while attending school, but in many of them this is not done. Some say they are in a location where there is no demand for musicians. This situation will continue to get worse as more schools for the blind move into rural areas, which seems to be the present policy in many states. Some schools are located in cities where there should be plenty of demand for musicians, but they say that this is not the case. If there was some one in the music department of these schools who had commercial experience in dealing with music work, it would be possible for this teacher to promote music jobs for the students. Every school for the blind should have a teacher who can properly instruct popular music on all instruments, and he should also direct the dance orchestra at the school. This teacher should also promote one night jobs for the students while they are in school, and he should also help them obtain work when they graduate. All blind students should be encouraged to work while attending school, so they will gain confidence, and also be better able to meet the public after they graduate. The parents of many blind children are very poor, and the students can use extra money while attending school, because they have more expenses than a sighted child who remains at home. Also, a student will work harder in music when he is allowed to work commercially.

Some schools graduated the largest number of students who worked in the music profession, between 1920, and 1930. Others graduated the largest number between 1930, and 1940. During the 30 year period from 1920, to 1950, some schools had the same number of students working in the music profession for each 10 year period. These departments are no better than they were 30 years ago, and in some cases they are worse. In schools where this is the case, steps should be taken immediately to re-organize the music department. A few schools have graduated the largest number of music students that are working in the music profession, between 1940, and 1950. These are the music departments that are really making progress.

Some music departments do not continue to try new ideas, in order to keep up with modern methods. In many schools for the blind, there are teachers who have taught in the music department for many years, and they continue to teach the same thing year after year. Music departments that have that kind of teachers on the staff, can never expect to make any progress.

In many schools for the blind, a colored student is not given an equal opportunity in music, and this situation should have been remedied many years ago. A colored child is doubly handicapped, and should be given lots of encouragement, and the very best of music training.

Every music department does not have all the faults mentioned above, but all of them have at least some of the faults that were discussed. When the music departments can overcome all these faults, and perhaps add a few other ideas which were not mentioned in this discussion, then they will be really making progress in the education of blind children, who wish to pursue a professional music career.

BANQUET

AND

PRESENTATION OF SHOTWELL AWARD

MINUTES OF ANNUAL BANQUET

Thursday, July 3rd, 1952

The Annual Banquet of the American Association of Workers for the Blind was held in the Crystal Ballroom of the Brown Hotel, Louisville, Kentucky, at 7 P.M. on Thursday July 3rd, 1952, with 315 persons in attendance, a number of them delegates from the convention of the American Association of Instructors of the Blind. It opened with an invocation spoken by the Rev. Daniel Uhlman, himself blind, a retired minister and a Case-worker in Springfield, Ohio.

Mr. L. L. Watts, Executive Secretary of the Virginia Commission for the Blind, Richmond, Virginia, served as Toastmaster, and in some brief remarks recalled past banquets and other great leaders in work for the blind whom the Association has honored by presenting them with its Annual Award for Distinguished Service to the Blind. Mr. Watts also spoke some homely and still timely truths which should serve to remind us all of the importance of the calling to which we have dedicated ourselves. He reminded us of the historic mission of the AAWB and of its essential purpose to become and to remain a professional organization of quality rather than of mere numbers.

During the evening the Secretary-General reported on the attendance registered at the convention (totalling 436 members and visitors from 44 States, the District of Columbia, and Canada—and with many present but not registered). President Kumpe also spoke briefly, paying a tribute to the work of the membership Committee and to those three States which have brought to the Association the largest number of new members during 1952, namely: Pennsylvania with 29, Texas with 24 and Georgia with 23. (All statistics appear elsewhere.)

Mr. Watts then introduced in turn Mr. Maurice I. Tynan and Mr. J. Robert Atkinson, for the purpose of presenting the scroll and medal to Col. E. A. Baker. The remarks of all three follow.

After the presentations, the gathering was entertained by the 158th Armoured Center Band of Fort Knox, Kentucky.—A.A.

PRESENTATION OF SHOTWELL MEMORIAL SCROLL

* MAURICE I. TYNAN, Chief, Services for the Blind
Office of Vocational Rehabilitation, Washington, D. C.

Mr. Chairman, Distinguished Guests, members and friends of the American Association of Workers for the Blind: In considering what I should say about our honored guest, Colonel Edwin Albert Baker, on this occa-

* Visually Handicapped.

sion, I could not help but feel how fortunate the blind have been because of the many men and women both sighted and blind who by their distinguished services have made lasting contributions in their various fields of endeavor to the end that blind persons might lead happy and productive lives. It was natural that my thoughts should go back to the summer of 1919 when I joined the staff of the Canadian National Institute for the Blind as After-care worker.

It was at this time that I first had the

American Association of Workers for the Blind

LUX EX TENEBRIS

Edwin A. Baker, M.C., O.B.E., LL.D.

Soldier, leader, organizer, effective yet genial executive, who after offering your own sight on the altar of freedom did forthwith dedicate your every talent to the service of your fellow blind. Your magnificent work with the Canadian National Institute for the Blind shines as a beacon light which is hailed not alone in Canada and in the United States, but throughout the whole civilized world, as witness your recent election as the first President of the World Council for the Welfare of the Blind. You have won the love, respect and admiration of the blind everywhere, for your championing of their every cause, and for your more personal dedication to their right to the opportunity to become leaders and executives of those agencies which serve the blind.

Long mindful of your unexcelled talents and of your countless contributions to the cause of the blind, and in grateful appreciation of your long and devoted service to this Association, dear colleague, we do this day add our own words of commendation to the many tributes you have already earned, and as a further token of our deep affection, we now present you with this year's

Ambrose M. Shotwell Award

the highest gift within our competency; and we do authenticate the same by affixing hereunto our official signatures, this third day of July, 1952, at Louisville, Kentucky.

Shotwell Memorial Awards Committee

J. Robert Atkinson
Chairman

R. W. Kinupe
President

F. J. Cummings
Member

Francis B. Lavel
Member

Alfred Allen
Secretary-General

privilege of meeting Colonel Baker, then Capt. Baker, whose unusual personality, enthusiasm, and keen, analytical mind impressed me greatly. One would not have had to be a prophet to foretell that although still in his early twenties, he was destined to become a leader in his chosen field and join the ranks of the great.

Edwin Albert Baker was born at Earnesttown, Ontario, where he received most of his secondary education. On completing high school he entered Queens University and graduated in 1914 with a Bachelor of Science Degree in Electrical Engineering. At the outbreak of World War I he enlisted as a Lieutentant in the Canadian Engineers, and shortly thereafter went overseas. In October 1915 in No Man's Land he was struck by a German shell which resulted in his total blindness. He was Gazetted Captain and awarded the Military Cross and Croix de Guerre.

Upon his discharge from the hospital, Capt. Baker entered St. Dunstan's Hostel for Blinded Soldiers and Sailors in London, England, and it was at St. Dunstan's Hostel that he first met that eminent Britisher and pioneer leader in work for the blind, Sir Arthur Pearson. Sir Arthur had a profound influence over Capt. Baker which resulted in his personal rehabilitation and determination to return to Canada and resume a normal useful life. After he returned home, he was for the first two years employed by the Ontario Hydro-Electric Power Company as a dictaphone operator. It was during this time that he joined with a small group of interested persons who conceived and organized the Canadian National Institute for the Blind, which received its charter from the Dominion Government March 1918. About this time, the Director of Vocational Training requested Capt. Baker to take charge of all training and after-care arrangements for Canadian blinded soldiers under the Department of Soldiers Civil Reestablishment. As a member of the National Council of the CNIB his work with blinded veterans was closely coordinated with that of the Institute. Many of the projects he planned for blinded veterans were carried out either in whole or in part by those of us on the Institute staff.

A large spacious residence was acquired by the Institute and used for training blinded veterans and became known as Pearson Hall. After it had served its purpose it became headquarters for the present far-flung organization which serves the entire needs of blind persons, civilians and veterans, throughout the Dominion. In 1920 Colonel Baker officially joined the Canadian National Institute as general secretary, and when the late Charles W. Holmes, another Shotwell Memorial Award recipient, returned to the United States Colonel Baker succeeded him as Managing Director and under his able leadership the Institute has expanded and flourished. Probably no agency for the blind in the world today covers such a vast territory with such comprehensive services as does the CNIB. In fact, probably no agency has a more complete register of blind persons and makes it its business to see that all receive the services they require. It has pioneered in many undertakings and has had a profound influence in the development of programs for the blind in the United States and throughout the World due for the most part to the efforts, imagination, vision, and ability of our friend whom we are honoring here tonight.

In the New Year honours of 1935 conferred by His Majesty, King George V, Capt. Baker was made an officer of the Order of the British Empire. The rank of Lt. Colonel was conferred upon him in 1939, and in the same year an honorary Doctor of Laws degree was conferred by Queens University. In 1945 he received the same degree from the University of Toronto. Colonel Baker is a man of many interests, and has one of the most inquiring minds I have ever known. He has lived a normal life, taken an active part in community affairs, and has been a member of the Forest Hill Village School Board for many years. Colonel and Mrs. Baker had three sons and a daughter, and all three sons served in the armed forces of their country during World War II. In 1951 Colonel Baker received the Migel Medal for his outstanding service to work for the blind, and that same year he was elected the first president of the World Council on Welfare of the Blind in which 19 countries are represented.

All of us realize the influence which Colonel Baker has exerted on work for the

blind in the United States and his intense interest in the work of this Association, as a former president and as a member of the board of directors for the past fifteen years.

In presenting this scroll to you on behalf of your friends and admirers in this Association, it is only fitting that I should read the tribute inscribed thereon so that you will know how much all of us appreciate your contributions to the cause of the blind not only in your own country but in the United States and throughout the world. We all hope this Award for your distinguished service to your fellow blind will serve as an inspiration to you to continue the magnificent work you are doing on behalf of sightless persons for many years to come.

"Soldier, leader, organizer, effective yet genial executive, who after offering your own sight on the altar of freedom did forthwith dedicate your every talent to the service of your fellow blind. Your magnificent work with the Canadian National Institute for the Blind shines as a beacon light which is hailed not alone in Canada and in the United States, but throughout the whole civilized world, as witness your recent election as the first President of the World Council for the Welfare of the Blind. You have won the love, respect and admiration of the blind everywhere, for your championing of their every cause, and for your more personal dedication to their right to the opportunity to become leaders and executives of those agencies which serve the blind.

"Long mindful of your unexcelled talents and of your countless contributions to the cause of the sightless, and in grateful appreciation of your long and devoted service to this Association, dear colleague, we do this day add our own words of commendation to the many tributes you have already earned, and as a further token of our love and affection, we now present you with this year's

AMBROSE M. SHOTWELL AWARD

the highest gift within our competency; and we do authenticate the same by affixing hereunto our official signatures, this third day of July, 1952, at Louisville, Kentucky."

On behalf of this Association, therefore, I have the honor to present you, Colonel Baker, with this scroll as a part of the Shotwell Memorial Award which you have earned so eminently.

PRESENTATION OF THE SHOTWELL MEMORIAL AWARD MEDAL

*** J. ROBERT ATKINSON, Vice-President & Managing Director**
Braille Institute of America, Inc., Los Angles, California

Fellow members, friends and guests, I feel highly honored that you have appointed me to take the place I have tonight on this occasion. At the same time I feel deeply humble because in view of this event, when compared with the member and friend being honored here, I feel pretty small.

Some of you may know that about 50 years ago I left my home in Missouri and went out West to be a cowboy. There I rode the range until losing my physical sight suddenly in 1912. During those years I rode many Western broncs, hot from the sage brush. And to be honest I should say that there were many more I tried to ride, but didn't. He who has not had this experience may not know that as the green bronc is being saddled for the first time, his shoulders are quivering faster than the quaking Aspens. But he has company. The rider is usually quivering also. Many are the times chills ran down my spine and my knees knocked loudly, when I tackled those range horses which had never had a rope on them since branding time as colts. But I never shivered in these days more than I am right now, for I'm no speech maker.

Our good friend and fellow member, Maurice Tynan, has very ably covered the subject, leaving little for me to say about our honored guest in the time allotted. However, I believe that Mr. Tynan will fully agree with me in the opinion that neither of us can fully do justice to the subject, as words

* Visually Handicapped.

are wholly inadequate to express the respect and admiration which we feel and you hold for our honored guest, Col. E. A. Baker.

For the information of new members of the A.A.W.B., and as a reminder to many of the old members as well, it seems fitting and proper on this auspicious occasion to digress here briefly by including a short biographical sketch of Ambrose M. Shotwell, and the origin and objective of the Shotwell Memorial Fund.

Ambrose Milton Shotwell was born in Elba, Genesee County, New York, May 30, 1853. It was soon discovered that his sight was very deficient. At the age of fifteen Ambrose entered the New York State School for the Blind at Batavia, being one of its first pupils. He delivered the valedictory address in 1873. Later he moved to Michigan and he also taught at the Wisconsin School for the Blind.

In the early 90's Shotwell became connected with the Michigan School, which he had been so instrumental in founding, in the capacity of stereotypist. A few years later he entered upon a campaign of education and propaganda finally resulting in the establishment in Saginaw of the Michigan Employment Institution for the Blind. Of this institution, Mr. Shotwell was appointed librarian and assistant superintendent.

Mr. Shotwell was a charter member of the Missouri National College Association, which later became the American Association of Workers for the Blind. Always keenly concerned with the development of the A.A.W.B., Mr. Shotwell, upon his death, left a small bequest to the organization for which he labored. With this bequest as a nucleus, the Executive Committee of the A.A.W.B. at its Los Angeles convention in 1939 established the Shotwell Memorial Fund, which subsequently was approved both by the Board of Directors and by the general membership. A Board of Trustees of the Shotwell Memorial Fund was then appointed to co-operate with the previously founded Awards Committee. The duties of this new Board were to raise and hold in trust a fund large enough so that the interest on it, when invested, would be sufficient to ensure the permanence of the work of this committee, thus perpetuating the memory of the man for whom the fund was named. The purpose of the fund is to confer awards from year to year upon persons with and without sight in recognition of distinguished service, rendered to the blind, the partial blind, and the deaf-blind, without respect to race, color or creed.

By official action of the A.A.W.B., membership of the Shotwell Memorial Committee constitutes the three immediate past presidents of the association (and the secretary general as member ex officio). As presently constituted, the members of the Committee are: Alfred Allen, J. Robert Atkinson, Dr. Francis Cummings, Francis B. Ierardi.

As chairman of the committee, it is my great privilege and pleasure on this occasion to confer the medal award on our distinguished member, Col. E. A. Baker, Managing Director of the Canadian National Institute for the Blind as your Committee's unanimous choice to receive the 1952 award medal and scroll.

Whenever the subject of medals appears to me, I am reminded of a humorous incident which occurred many years ago and which seems related enough to my remarks here as to justify repetition.

This incident happened in Ft. Benton, Montana, Head of Navigation on the Missouri River, in the pioneer days. A Frenchman's son, Pierre by name, had just received his honorable discharge from service in the Spanish-American War. Naturally, the father was very proud of his son and rightly so. The son had also earned distinction as a good soldier and had been decorated accordingly. Speaking of this to his friends, the father frequently said: "You know my son Pierre, Him now home from war. Him very fine soljaire. Him come home with many, many medals pinned on uniform. Got 'em off of dead soljaires!"

This reminds me of another incident apropos of this occasion. It was back in the days when Col. Baker and I were members of the Shotwell Memorial Committee. Col. Baker and I discussed what we might do. I said, "Colonel, while we're on this committee I wonder if we couldn't do a little back scratching. If you will scratch my back, I will scratch yours. You vote to confer upon me this Shotwell Memorial Award this year and in turn next year I will return the compliment." But it didn't work out that way. We both agreed we couldn't get away with

it. And it is a good thing now that we couldn't. The occasion has taken care of itself in a more democratic way.

Seriously and inspiringly, we are gathered here to honor in spirit and in truth a real soldier, to confer upon him a medal award; a soldier of fame and fortune; a soldier of war who fought valiantly and victoriously for his native country; a soldier who paid the toll of physical blindness to serve his country and ours and the world at large in the interest of liberty and freedom; a soldier who in deed and in honor fought a good fight and is still fighting a battle against great odds for a victory over blindness. Soon after this calamity, as many of his friends called it, Col. Baker began to learn how to be blind, practically, and consistently. He was among the very first who entered the wonderful institution in London, St. Dunstan, founded by the late Sir Arthur Pearson. There at St. Dunstan's, Col. Baker began to learn how to overcome blindness.

On this medal, Col. Baker, is engraved symbollically the affection, respect and reverence we all hold for you and which are engraved still more deeply in our hearts. But no medal or words can express adequately our deep admiration for what you are and for what you have accomplished for yourself and the blind of the world—that will ever be engraved in our hearts. It is, therefore, both an honor and privilege to present to you this Shotwell Award Medal for Distinguished Service, in behalf of the members of the American Association of Workers for the Blind, both present and absent.

ACCEPTANCE SPEECH

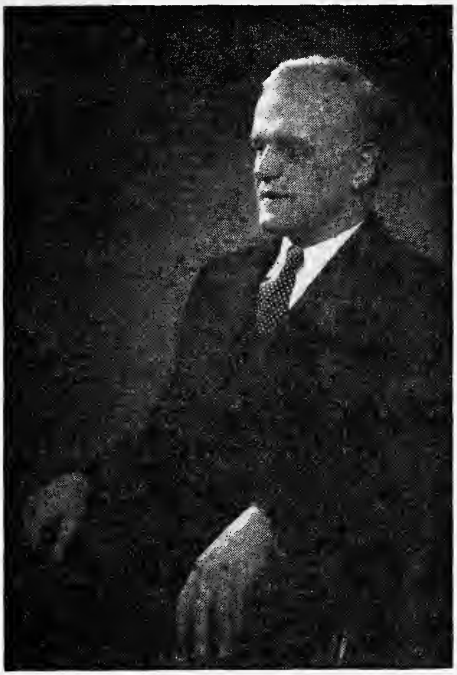
* COL. E. A. BAKER, M.C., O.B.E., Managing Director
Canadian National Institute for the Blind,
Toronto, Ontario

Mr. Chairman, Mr. Tynan, Mr. Atkinson, honored guests, friends. This is an occasion which I never expected to experience. I started out life with my feet on the ground. I was brought up on a farm. I think that we had to be a bit logical on that farm, where I learned a lot. Then, I found that experience, that life, was a great teacher. I had to learn by mistakes and apply whatever talents I had, but it is an extraordinary thing the tricks that are played on us. I sometimes wonder whether Providence takes a hand and directs our destiny. I do recognize the fact, having been trained as an engineer, that some people don't have very much respect for engineering. I eventually got into the army and a slight encounter with a rifle bullet altered my point of view and at the same time started me on a different path, a new path I had not anticipated. What happened ultimately was a change from electrical engineering to the human engineering field.

Now, I am looking back. I don't think that I was particularly equipped for that field but that didn't seem to be what happened. I simply sat down around the table in Canada and we figured out the needs and we took the action that we thought was necessary. Out of that grew the movement in Canada. I ventured across the border and met with you and you welcomed me in as a stranger and I have had the opportunity of working shoulder to shoulder with you in dealing with a problem, a common problem, common in this country and to the whole world. I have learned much from you. Maybe something of this has been in the nature of what not to do. I think that much more of it has been fruitful, all adding to the sum total of improved services for blind people.

The Bible refers to people with varying talents. Each is expected to apply the talents with which he has been endowed and here we are applying the talents we have. Now, after all, the disabilities that we have are only relative. There are many more who have disabilities that are not so obvious. Some are not obvious at all and there are still others which people don't realize themselves, especially if they are from the ears up. I don't think there is a time, no matter

* Visually Handicapped.



Randolph Macdonald Eaton Photo

Col. E. A. Baker, M.C., O.B.E.,
Managing Director
Canadian National Institute for the Blind, Toronto, Ontario

how sorry we are for ourselves, that we cannot always look around and find someone who is worse off. We are doing what we can to help those who have sight so that they do not lose it. We are pioneering in the re-establishment of the blind person, giving some inspiration, and others welfare, and it is a great dominion and provincial government job, piece by piece. You have something of the same thing in this country. In other countries it is not so well advanced. The United Nations is endeavoring to establish this program in other countries. What efforts people without sight make have been big influences in relighting compensatory circumstances in the community as they assume the responsibilities as well as our sighted friends. If this can be done by a blind person, why not by these others. Maybe we have to light a torch to show the despondent the way back on the road to a useful life and take their part. I have known people who have a tendency to forget that they have been given other talents as well. They have reached the conclusion that they couldn't do anything. Such persons produce alibis and never produce anything else. I guess that we will always have them, just as it mentions in the Bible, "the poor in spirit." They may have been intelligent or otherwise. But they have been of that complaining type and they have not succeeded. But so much depends on you. You cannot make a person succeed who does not help himself. I have seen people who seemed hopeless, yet they had that divine spark that simply did not let them give in, and I have seen them succeed.

Now I have gained a great deal of inspiration from the people I work with. I learned very early in this business certain rules about it from the others. That one rule is to do right by your fellow workers. Better this, to have ten men do a job which one man can do than have one man do a job ten men should do. Then credit and dignity are two things that you don't have time to look for. I have never ceased to be thankful for the staff we have in Canada. We work as a team and there is plenty of credit. We have all gained much in this association from you here and it has been a pleasure to work with you. There have only been two or three friendly scraps that I can remember, and these have been resolved. Underlying it all, we have had much in common. So here we are today bigger and better and more numerous and we have widening influences and a determination that the blind shall get a better deal.

There is still cleaning up to do, and I hope that I am spared to see some things cleaned up. One of the things that I have in mind goes back centuries. You see, the assistance that is coming from public sources today is so often subject to the means test. The means test is a relic of the poor law and the poor laws were developed in the days when those who had felt that those who had not should be grateful for the crust of bread and the cup of water and let it go at that. Today, there is a compensation approach. After all, this is a democracy, a compensative form of society. What are the rules of a compensative form of society? I insist that those rules be sporting. In this part of Kentucky, you are familiar with the rules of sport. If

there were strong and weak contenders, would you be sporting if you let the weak ones start with the strong ones? No, you would give them a time or distance advantage. I would like to see a compensating form of approach which gives a blind person a reasonable handicap allowance, based on a degree of living which is necessary for those handicapped, and let our service organizations help them to make the best of it. This convention is an occasion to get the lions and lambs sitting down together in one great convention. But this is a program we are going to get together; and who is going to benefit by it? All of us, but particularly the blind. They are the ones we are working for and our only excuse for being here.

As I look back to the days when I first came into the field, and before I ever heard of an AAWB, I recall all those great people who pioneered in the field, a few on the other side of the Atlantic. Then there are those who are still with us. Sure, they are overlapping with those who have gone before us. Talking about recruits, I think of all the great new recruits who pick up the threads. Let us weave them together and make this a solid tie with the future. We cannot see too far into the future. It is like a highway and trenches. You are given one horizon for the time being. You can only see what is in front of you, and maybe on either side, and eventually you reach that place at the top, that rise, and a great new vista opens up before you, fresh things to be done, maybe just over the next horizon. We go from horizon to horizon, improving as we go. I hope we learn to pass on to others this knowledge, based on experience. Someone will pick up the torch when our hand slackens.

I can never adequately seem to realize that which you term my contributions in this field. I feel that they are all too small. You have honored me tonight, yet in accepting I must assume that you will join with me in accepting the credit, not only for my coworkers in Canada, but for you here as well, and pick up the torch you so kindly presented to me and say "go." I hope that I am going to be spared for a long time to come, and I pledge my loyalty and any effort that I can put into the cause to help you achieve your objective.

REPORTS OF COMMITTEES

REPORT OF THE BOARD OF DIRECTORS

ALFRED ALLEN

Secretary-General, A.A.W.B. Assistant Director, American Foundation for the Blind, New York, N. Y.

It is a pleasure to once again report to you in connection with our stewardship of the affairs of the Association entrusted to our care. In so doing, may we take this opportunity to express our great pleasure and our great thanks to those of you who are met together at this twenty-sixth convention, and to all those members of the Association who through their membership and support have brought us to the highest enrollment in our history.

Shortly after taking office as President, Mr. Kumpe appointed the necessary Committees to carry on the work of the Association, and at this time we wish to thank publicly all those members who have served on Committees, for their faithful and devoted attention to the responsibilities which were assumed. We should like to mention particularly the Legislative Committee under the Chairmanship of Dr. Cummings, the Membership Committee under the Chairmanship of Mr. Hulen Walker, the Study Committee on Principles and Ethics in Fund Raising and Public Relations, under the Chairmanship of Mr. Barnett, and the Board of Certification of Home Teachers under the Chairmanship of Mr. Murray B. Allen, all four of which Committees have worked diligently and long in the discharge of their duties. We are also grateful to the members of the Shotwell Memorial Awards Committee who made this year's selection of the recipient of the Shotwell Award, to the members of the Program Committee under the Chairmanship of Mr. Alfred Severson, for the splendid program developed for this convention, and to the members of the Arrangements Committee under the Chairmanship of Miss Hooper, whose hard work has made for this most successful meeting.

Particular mention must be made and tribute paid to the Regional and State Chairmen who have worked as a team in building up the membership of the Association. It is a most thrilling pleasure to be able to report that as of this moment, the 1952 membership in good standing is 842, the highest ever recorded, compared with 734 at the close of 1951. This makes the seventh successive year during which the membership has increased. Individual honors for new memberships goes this year to Pennsylvania, with 29; second place goes to Texas with 24; third place goes to Georgia (which took first place last year) with 23. New memberships total 270 as against 170 last year, while renewal memberships for this year are 572 as against 564 last year. Every one of the 48 States is represented in the

membership, also Hawaii, and all but one (Prince Edward Island) of the Canadian Provinces. A detailed breakdown of membership is attached. New York leads with 86; Pennsylvania is next with 85 members, while Illinois is third among the States with 46. Canada has 56 members.

We should like to comment respecting the current arrangements with the American Foundation for the Blind with respect to the *Outlook for the Blind*. For some years, the Foundation furnished to all AAWB members not receiving the *Outlook* a complimentary copy during their membership, in return for which the AAWB paid for a Corporate membership in the Foundation. However, the rapid increase in our membership during the past few years and the steady increase in the cost of the *Outlook* has required a reexamination of the situation. After conferences, the Board agreed with the management of the Foundation that the Foundation would provide all AAWB members with either a braille or an inkprint subscription to the *Outlook* at the rate of $1.00 a year per subscription, which represents less than half the actual cost of the inkprint edition. These *Outlook* subscriptions are paid for by the AAWB, and given as one of the privileges of membership, and thus save the members of the AAWB the cost of an annual subscription for the *Outlook*. We should be grateful to the Foundation for this courtesy on their part.

We also wish to mention the resignation, after several years of most devoted service, of Dr. Berthold Lowenfeld as Secretary of the Board of Certification of Home Teachers of the Blind. Recent illness necessitates that Dr. Lowenfeld undertake fewer responsibilities, and this assignment to which he was elected by the vote of the Convention which met in Baltimore in 1947, is one which he must give up. We wish to record publicly our sincere appreciation for Dr. Lowenfeld's splendid contribution to the work of the Board. Since his resignation the work has been carried on by the Secretary-General.

Many of you will remember that in 1949, there was held at Oxford, England, an International Conference of Workers for the Blind, at which we were represented by Mr. Alfred Allen, our official delegate. At that Conference, proposals were made to establish a World Council for the Welfare of the Blind, and we are happy to report that after some years of strenuous negotiation and hard work, this proposal has now become a reality. It is an even greater pleasure to report that its first President is none other than our own member and universally respected and admired Colonel E. A. Baker of Toronto, the man to whom we yesterday presented the Shotwell Memorial Award. This honor to him thus brings added honor to our Association.

Many countries have accepted or have been invited to accept membership in the General Assembly of the World Council, and on the basis of population, the United States is entitled to six representatives. Invited to appoint one member each have been the American Foundation for the Blind, the American Foundation for Overseas Blind, the National Federation of the Blind and the American Association of Instructors of the Blind. The American Association of Workers for the Blind has been invited to appoint two members to the General Assembly of this new organization, and after careful consideration it is the recommendation of your Board of Directors that the Association appoint as its members the incumbent president and the incumbent secretary-general.

We trust that the adoption of this Report will serve to ratify this recommendation.

The Board wishes to thank you for your loyal support during the past year, and pledges its continued efforts in your behalf.

Respectfully submitted,
For the Board of Directors,
ALFRED ALLEN
Secretary-General

(Mr. L. L. Watts, seconded by Mr. J. Robert Atkinson, moved the adoption of the report and the motion was carried unanimously.)

REPORT OF NECROLOGY COMMITTEE

* STANLEY WARTENBERG, Chairman
Employment Supervisor, New York Association for the Blind, New York, N. Y.

We invite you to visit with us in memory for a brief time some of our workers both blind and sighted, who have dedicated their lives and their efforts to the advancement and the well being of the blind. Some are great and some occupy lesser stations in life, but each and every one has played his important role in making this great machine of work for the blind function smoothly. We are greatly indebted to all workers for the blind, and especially to those who have given of their all and in many instances have made the supreme sacrifice as the result of hard work on our behalf. These persons to whom I refer have now journeyed to that undiscovered country from whose borders no traveler returns, but they will not be forgotten. They will live in our recollections and their influence will continue to be widespread and long remembered.

It might be reasonable to assume that twenty-five thousand blind people have passed away in the last year, since a recent estimate indicates that this number of people becomes blind annually and our registers remain about constant. We recognize the efforts, desires, feelings and anguish of these people and pay homage to them, but for this report we are restricting ourselves to some of those who are well known and who have exerted certain influences on our work. The following persons are some of those who have passed away since our last convention:

B. H. Rice—Nashville, Tennessee. Counselor with the State Department of Public Welfare, Nashville, Tennessee.

Niels C. Johannesen. Home Teacher at the Maryland Workshop for the Blind, whose passing was reported in the March issue of The Matilda Ziegler Magazine.

Edgar H. Rue. Director of the Association for the Chinese Blind, now known as the Far Eastern Division of the American Foundation for Overseas Blind.

William Wiltchik—New York City. His untimely passing was a shock to his friends and family. While not an employee of any organization, he was an influence in group work among the blind and a shining example of a competent blind worker in private industry.

James P. Hall, of St. Catherines, Ontario, Canada, whose passing was reported in the December issue of The Matilda Ziegler Magazine.

Elsworth G. Smith, of Detroit, Michigan, whose passing was reported in the June issue of The Matilda Ziegler Magazine.

Mrs. Theodora Franksen Phillips. Devoted teacher at the Illinois School for the Blind.

Donald Remick. Workshop Manager of Perkins Institution, Watertown, Massachusetts.

Mrs. Edward E. Allen—Boston, Massachusetts. Former teacher at Perkins Institution and beloved wife of the late Dr. Edward Allen, for many years Director of Perkins Institution.

Orin A. Stone. Departed February 26, 1952. Teacher at Connecticut School for the Blind and later Principal of Perkins Institution, Watertown, Massachusetts.

Rufus Graves Mather—Princeton, New Jersey. Passed away April 27, 1952. Inspiration and husband of the late Winifred Holt Mather, founder of nineteen Lighthouses from Paris to Tokyo, including Lighthouse No. 1 of New York City.

Workers for the blind in the United States and, in fact, throughout the entire world were shocked on receiving the news of the passing of Dr. Robert B. Irwin on December 12, 1951. Robert Irwin was born in Iowa in 1883, of sturdy American stock. He was the eldest of twelve children and became totally blind at the age of six. Realizing that his future depended upon the foundation laid at this formative period in his life, his pioneer parents, in their resolute way, decided to sacrifice the affection of their child by sending him forth from their home to Vancouver, Washington, to attend the Washington State School for the Blind, Deaf and

* Visually Handicapped.

Other Defective Youth. Dr. Irwin's good sense of humor was illustrated by the way he frequently jested about the name of his school, saying he was not quite sure to which division he had been assigned. Upon graduation he matriculated at and worked his way through the University of Washington, graduating with a Bachelor of Arts degree. He then attended the Harvard Graduate School of Education, where he received his Master of Arts and studied toward his doctorate. Due to a full and busy life he never actually found time to complete this work.

Mr. Irwin started his career in work for the blind by organizing and supervising braille classes in the public schools of Cleveland, Ohio. While there he recognized the special needs of the partially sighted, and established the first Sight Saving Classes in the United States. During his residence in Cleveland he married Mary Blanchard, who was then connected with the Cleveland Society for the Blind. She was his closest companion and rendered him untold assistance in his life work.

In 1923 Robert Irwin was invited to become the Director of the Bureau of Research and Education of the American Foundation for the Blind, which organization was brought into being as the result of a resolution passed by the American Association of Workers for the Blind. In connection with his duties as Executive Director of the American Foundation for the Blind, to which position he was appointed in 1929, his influence was used in securing Federal appropriations for literature for the blind, and for those blind not capable of reading braille he developed a plan for the manufacture and distribution of talking book machines and records. He assisted in securing much social legislation on behalf of the blind, such as Title X of the Social Security Act—exemption of the first $50.00 of earnings per month for blind assistance recipients, who may be employable, special mailing privileges, and the Wagner-O'Day Act, and became Executive Vice President of National Industries for the Blind. Largely through his own efforts Dr. Irwin secured bus and railroad privileges for a blind person and guide to travel on one fare. In 1944, when taxes began to seriously affect blind workers, Dr. Irwin secured the $600.00 income tax exemption for the blind. We associate his name with the passage of the Randolph-Sheppard Act and the Barden-LaFollette Act. He also played an active part in securing rehabilitation and other types of legislation on behalf of blinded war veterans.

Dr. Irwin realized the needs of the blind in other countries and developed an unusual international viewpoint. He was the organizer of the World Conference on Work for the Blind held in New York City in 1931. In 1932 he was Chairman of the Braille Uniform Type Committee, which worked with the British in the adoption of Standard English Braille. In 1946 he was appointed Executive Director of the American Foundation for the Overseas Blind, from which he retired in 1950. In 1949 he helped to organize and was Chairman of the International Conference of Workers for the Blind held at Merton College, Oxford, England.

In recognition of his outstanding lifetime work on behalf of the blind, Western Reserve University conferred on him the degree of LL.D. in 1943. In 1945 he was named Alumnus Summa Laude Dignatus by his alma mater, the University of Washington. In 1947 he was made Chevalier of the Legion of Honor of France.

Upon retirement from all active duties in 1950, at the age of 67, he purchased a charming country home with spacious grounds and flower gardens in Port Orchard, Washington, overlooking Puget Sound, where at the time of his passing he was engaged in writing a history of the work for the blind in the United States over the past fifty years. He showed zeal and vigor in his interests and activities to the very end, as is illustrated in a letter received at the American Foundation for the Blind dated December 11, 1951, the day before his passing.

Zeal and vigor? Yes, and many other qualities that were manifest all through a most outstanding and unusual career. No blind person, no group of the blind, was too unimportant to command his interest and attention. No concept, national or international, was beyond his comprehension. We of this age are privileged to have known and to have been associated with one of the world's greatest personalities. As all men must, he has now responded to the call of the Supreme Architect of the Universe, but

his influence and memory will last. We are the richer and wiser as a result of his influence on the world of the blind.

We have visited with you in memory our friends of the past for a brief, fleeting moment and we now return you to this world of reality by way of Alfred, Lord Tennyson's immortal words:

"Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put to sea,

"For though from out our bourne of
Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crossed the bar."

Respectfully submitted,
HELEN SCHERER
LENORE GAY
STANLEY WARTENBERG

(Following the reading of the report, the members stood for one minute in silence in memory of the departed friends and workers.)

REPORT OF AUDITING COMMITTEE

ARTHUR V. WEIR, Chairman, Business Manager,

Canadian National Institute for the Blind,
Toronto, Ontario

Your Auditing Committee, consisting of Arthur V. Weir, Chairman, Joseph Billy Delbridge and Leo J. Flood, have examined the Income and Expenditures of the General Fund as submitted by the Treasurer, Mr. Lemont Hackett, and we have reconciled the balance on hand as at June 23, 1952 with the statement submitted by the Union Trust Company of Baltimore, Maryland. We now take pleasure in submitting the following report.

INCOME AND EXPENDITURES—GENERAL FUND

June 18, 1951 through June 23, 1952

Cash balance in bank June 18, 1951			$3737.51
U. S. Series G. Bonds (20)			2000.00
Total cash and bonds			$5737.51
INCOME			
Membership dues 1951	$ 380.00		
1952	3840.00		
1953	10.00		
		$4230.00	
Interest on G. Bonds		50.00	
Listings in 1951 proceedings		210.00	
Sale of proceedings 1951	$ 144.00		
1950	22.00		
Old copies	4.00		
		$ 170.00	
Visitors' registration fees		137.00	
Home Teachers' Certification fees		16.00	
Total income			4813.00
Total cash resources and bonds			$10550.51

DISBURSEMENTS

Honorarium		$ 100.00
Corporate Membership		50.00
Shotwell Memorial Award Fund		500.00
A.A.W.B. Newsletters		65.49
Printing and stationery		202.78
Express chgs.		29.43
One wreath		25.00
Annual proceedings envelopes		14.35
Printing 1951 proceedings		1933.19
Allowance to Secretary-General		600.00
Convention expense 1951	128.81	
1952	50.92	
		179.73
Total disbursements		3699.97
Balance		$6850.54
Cash balance in bank June 23, 1952		4850.54
20 Series G. Bonds		2000.00
Total resources		$6850.54

(Mr. Weir, seconded by Mr. Vaughn Terrell, moved the adoption of the Report and the motion was carried unanimously.)

REPORT OF LEGISLATIVE COMMITTEE

*** FRANCIS J. CUMMINGS, Ph.D., Chairman**

Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware

Your Legislative Committee, undeterred by congressional inertia in this election year, has been very active on matters pertaining to the welfare of the blind. Our representative in the halls of Congress has been the genial, effective legislative analyst of the American Foundation for the Blind, Mr. Hulen C. Walker; and for his invaluable services we wish to express sincere thanks to him and to the Foundation who lent him to us. Thanks also must go out to our two ex-officio members, President Kumpe and Secretary General Allen, and to Chief Tynan of the Office of Vocational Rehabilitation, all of whom performed inestimable service in carrying forward the work of the Committee. Of course, to Vice-Chairman Clunk and to the other colleagues of the Legislative Committee, I offer my personal thanks for their fine cooperation.

Following is a list of the measures we actively supported, with an indication of the present and probable future status of each:

1. H.R.103, introduced by Mr. Keough—a bill to increase the opportunities for blind persons for employment and for other purposes. This bill has not been wedged out of committee, though even in its present static situation it serves as a brief, clear statement of what the AAWB believes desirable to make rehabilitation of the blind on the Federal level more effective and more solidly established.

2. H.R.7231, introduced by Mr. O'Toole—to amend an Act entitled "An Act to Provide Books for the Blind". This amendment drops the word "adult" from the Act, thus permitting library service to be extended to readers under the age of sixteen. This provision is particularly significant where talking-book machines are concerned. This measure has passed the House and the Senate, and awaits the President's signature.

* Visually Handicapped.

3. H.R.4212, H.R.4079 and H.R.4605, introduced by Messrs. Priest, Boggs and Elliott —these bills are, for practical purposes, identical. The AAWB endorsed the principle of these bills at its Daytona Beach convention. They set up a Temporary National Advisory Committee for the Blind. The House Committee on Education and Labor is collecting pertinent material from certain Federal agencies with regard to these bills and plans to hold hearings in due course. So far, it appears that the Bureau of the Budget has not looked with favor upon our efforts, whereas the Federal Security Agency has lent us its support, a powerful factor in our favor.

4. S.1202, introduced by Senator Douglas —a complicated, all-inclusive, costly amendment to the Barden-LaFollette Act. It is unlikely that this bill will get anywhere at this time or, indeed, at any time without drastic modifications. Our Committee recommends a separation of the controversial from the non-controversial features of the bill. The costly controversial features have to do largely with rehabilitation centers and other vast projects that might run into many millions of dollars.

5. H.R.1499, introduced by Mr. Morton— a bill to increase the authorization for appropriations for the American Printing House for the Blind from $125,000 to $250,000 per annum. This measure has been passed, and is now Public Law.

6. H.R.4528, introduced by Mrs. Church— a bill to prevent the shipment of fireworks into localities havnig local control of such items. Your Committee vigorously supported this measure. No action has been taken.

7. H.R.6302, introduced by Mr. Tackett— a bill to amend the Randolph-Sheppard Act to give the blind exclusive right to operate vending stands and vending machines in Federal buildings. This measure was introduced on request of your Committee after consultation with Mr. Barden and others interested. It was made necessary by the fact that in certain areas the GSA has been providing active competition to business enterprises operated by blind people in Federal buildings and, indeed, were freezing the blind out in some cases. This bill, in view of the aforementioned congressional inertia, is not likely to be passed at this session. It will require considerable tact to win its adoption, for a conflict between different branches of the Federal government is here involved. Your Committee believes, however, that a similar and indeed more comprehensive measure should be introduced into the next session of Congress and vigorously piloted to passage. It is noteworthy, however, that even the threat of such legislation has had a salutary effect on GSA. More cooperation and less supercilious belligerence are being displayed, our correspondents report.

8. H.R.6383, introduced by Mrs. St.George —a bill correcting an inadvertent error in the recent postal amendments and thus restoring preferential treatment to talking-book machines being sent through the mail. This bill has been passed and is now P.L.308.

9. H.R.7319, introduced by Mr. Mills—a bill to correct an oversight in the provision for the exemption of certain earnings of blind recipients of aid to the blind. It seems that the legal brains of the Federal Social Security Administration, flouting the obvious intent of Congress, decided that the above mentioned exempt-earnings amendment would not be effective where other types of aid were being received in the household of which the blind act recipient is a member. H.R.7319, has since been made a part of the more comprehensive amendment to the Social Security Act, H.R.7800, and in this form has passed the House and the Senate.

In addition to lending our support to the foregoing, we vigorously opposed the Jenner Amendment to the Social Security Act, which amendment would lay assistance rolls open for public inspection. A modified form of the Jenner principle was passed, however, whereupon your Committee urged the pertinent agencies in the various states to oppose the passage of required enabling legislation to destroy the confidential nature of public assistance records. The matter seems to have quieted down and, except in very few states, nothing has been done to remove the dignified protection afforded the needy by the original provisions of the Social Security Act.

Also, your Committee took action to clear up a misunderstanding stemming from certain remarks made by the Director of the Office of Vocational Rehabilitation at the Los Angeles conference of the National Rehabilitation Association last fall. Many of those present when the said remarks were

made interpreted them to indicate uncertainty in the mind of the Director as to the future status, if any, of the Services for the Blind of the Office of Vocational Rehabilitation. The matter was cleared up satisfactorily through correspondence between the Secretary General and the Director of OVR. Assurance was given us that, far from any intent to abolish or even weaken Services for the Blind as a distinct unit of OVR, there were plans to strengthen and render even more effective the functions of Services for the Blind.

Your Committee has put itself unanimously on record as advocating as part of the future legislative program of the AAWB the following:

The principle of a sliding-scale exemption of earned income under Title X of the Social Security Act. Thus, blind recipients of aid would be encouraged to accept rehabilitation and employment without fear of losing a dollar in financial aid for each dollar earned beyond the present exempt fifty dollars.

The principle of the Keough bill, which would create more and better rehabilitation and employment services to the blind of the country.

The Boggs-Priest-Elliott bill to establish a Temporary National Advisory Committee to study work for the blind and make pertinent recommendations to Congress.

An amendment to the Randolph-Sheppard Act as indicated in the discussion of the Tackett bill above.

A further attempt to persuade the various air lines to grant two-for-one travel concessions to blind persons and their guides.

Your Committee expressed the unanimous opinion that a model piece of legislation should be drawn up by your legislative representatives, which piece of legislation could serve as guide to workers in the various states endeavoring to improve their local legislative situation where services to blind people are concerned. A modest beginning has been made in this direction, but we believe more meat should be induced on the skeleton before we attempt to put it on display for your inspection.

I know I am expressing the feelings of my colleagues as well as my own when I tell you that we have enjoyed being your legislative representatives for the past year, and if we have in any respect failed to represent you adequately, our delinquency has not been due to lack of industry or devotion. All members of the Committee—with a couple of exceptions—attended meetings regularly, some coming from considerable distances to do so. I, as chairman of the Committee, further thank you for the privilege of directing the efforts of such a fine group of colleagues.

Respectfully submitted,
FREDERICK W. AVE-LALLEMANT
H. B. AYCOCK
DR. NEAL F. QUIMBY
PETER J. SALMON
EVERETT R. STEECE
H. A. WOOD
J. F. CLUNK, *Vice-Chairman*
F. J. CUMMINGS, *Chairman*

(Dr. Cummings, seconded by Mr. J. Milton Johnson, moved the adoption of the report and the motion was carried unanimously.)

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS OF THE BLIND

* MURRAY B. ALLEN, Chairman
Salt Lake City, Utah

Certification of home teachers of the blind continues to be a productive service of the A. A. W. B. The awarding of certificates to candidates who have successfully completed certain requirements in knowledge and skill is a worthy function but more basic is the stimulus that the Association gives to young aspirants to prepare themselves well for the high calling and the dignity it gives to this specialized department of our work. I have always regarded home teaching as a funda-

* Visually Handicapped.

mental part of our program of bettering the lot of the blind. In one phase or another, it reaches every blind person, the young and the elderly, the employable and the infirm, the home-bound and the free. Its subject-matter is almost as diverse as the people whom it reaches. It is at once extensive and intensive, serving the group and the individual. Because of its varied nature and its wide application, it demands a technique and a content different from all other specific services and yet including them all.

Because of these considerations, the A. A. W. B. as long ago as 1939, set up a board to define the duties and responsibilities of home teachers, to set up professional standards as requirements for these teachers, to evaluate courses for the training of home teachers, and to stimulate the establishment of new courses and schools where none existed. In the past, the Board has been successful in upgrading the type of preparation given home teachers and in inspiring new recruits to hold their vocation in high esteem. The Board still continues to urge employing agencies to engage certified teachers or to see to it that certification is accomplished within a reasonable length of time after employment. The level of home instruction throughout the country will be perceptibly raised when all teachers qualify under the standards laid down by the A. A. W. B.

We regret that ill health has compelled Dr. Berthold Lowenfeld to resign as secretary of the Board. His scholarly approach to all training in work for the blind, his sympathetic understanding of home teaching as a worthy profession, his painstaking research in each application submitted to the Board, and his kindly helpfulness with aspiring teachers have made him a tower of strength and a beacon light in our endeavors. Most of the material in this report is compiled by him after a long investigation and a careful scrutiny of many documents and exhibits. We hope for his speedy and permanent recovery.

Mr. Alfred Allen consented to act as secretary during the interim and has done excellent work for us. We appreciate his taking time from his many responsibilities to carry on in the absence of Dr. Lowenfeld.

The statistical report of the Board is here appended. We wish to congratulate the successful applicants and trust that they may devote themselves unremittingly to the service to which they are dedicated.

Class I

Mr. Herman Joseph Allwein, Lebanon, Pennsylvania
Mr. Richard Brown, Chicago, Illinois
Mr. Ernest Campbell, Johnson City, Tennessee
Miss Irene Marie Deak, Youngstown, Ohio
Mrs. Lucille Gaffney Fierce, St. Louis, Missouri
Miss Sarah Virginia Gissendanner, Pinckard, Alabama
Miss Winifred Marie Graves, Roslindale, Massachusets
Miss Thelma Marie Hume, Mercer, Pennsylvania
Miss Margaret Ann Johnson, Greensburg, Pennsylvania
Mr. Joseph Perry, Pennsauken, New Jersey
Miss Emily H. Philpott, Toronto, Ontario
Miss LaVerne Ritchey, Everett, Pennsylvania
Miss Agnes Florence Stone, Pittsburgh, Pennsylvania
Mr. John Duncan Tait, Detroit, Michigan
Miss Millie Mary Umehara, King, Ontario
Mr. Grady Weaver, Johnson City, Tennessee

Class II

Mr. Jack Yeaman, Cheyenne, Wyoming

Since the first award of certificates in 1945, the Board has issued certificates as follows:

Class I	131
Class II	9
Service Certificates (concluded)	52
Total Number of Certificates	192

The geographical distribution of the certificates at the time of award is as follows:

Alabama	2
Arkansas	1
Colorado	1
Connecticut	6
District of Columbia	1 (1 Class II)
Florida	2 (1 Class II)

Illinois	6 (1 Class II)
Iowa	1
Kansas	1
Louisiana	3
Maine	1 (1 Class II)
Massachusetts	1
Michigan	4 (1 Class II)
Minnesota	5
Missouri	10
New Jersey	4 (1 Class II)
New York	10
Ohio	11
Oregon	3
Pennsylvania	26
Rhode Island	2
Tennessee	3
Texas	4
Utah	6
Virginia	1
Washington	6
Wyoming	1 (1 Class II)
Canada	
Manitoba	1
New Brunswick	1
Nova Scotia	1
Ontario	13 (2 Class II)
Saskatchewan	1
British West Indies	1
Total Number of Certificates	140 (9 Class II)

(Mr. Murray B. Allen, seconded by Miss S. Ruth Barrett, moved the adoption of the report and the motion was carried unanimously.)

REPORT OF RESOLUTIONS COMMITTEE

MISS ELIZABETH L. HUTCHINSON, Acting Chairman of Committee

Vice-President, The Seeing Eye, Morristown, New Jersy

The Resolutions Committee consisting of Edward J. Waterhouse, Chairman, Calvin Grover, Miss Marie A. Busch and Miss Elizabeth L. Hutchinson have considered carefully all resolutions submitted, to insure that all were in agreement with our Constitution, and we now present the following for your consideration:

1

Whereas, through the courtesy of many individuals and organizations, this twenty-sixth convention of the American Association of Workers for the Blind has continued to show growth, and is noteworthy for the wholehearted participation of its members who have been stimulated by the various programs;

Now therefore be it resolved by this Association in convention assembled in Louisville, Kentucky this 4th day of July, 1952 that our thanks and appreciation be extended to all those who have contributed towards the success of this year's conference.

We would like to note with special thanks the exceptional kindness and concern shown by each member of the staff of the Brown Hotel with particular thanks to the Assistant to the General Manager, Mr. LaMarr Bittinger.

We express also thanks for the assistance given by Mr. Marcus Greer of the Convention Bureau, and by Mrs. Cole and Mrs. Short of the Convention Bureau staff for their help with our registration.

We express also our thanks to the 158th Armoured Center Band of Fort Knox, Kentucky, for entertaining us at our Banquet.

We express our sincere thanks and appreciation to our host, Mr. Finis E. Davis and his staff of the American Printing House for the Blind, for their innumerable courtesies and great cooperation, including the furnishing of the inkprint and braille programs for the convention.

We express our thanks to Miss Marjorie Hooper, its Chairman, and to all members of the Hospitality and Arrangements Committee for their countless courtesies and outstanding work throughout the convention.

We express our thanks to Mr. Paul Langan, Superintendent of the Kentucky School for the Blind, for his hospitality, and our appreciation to the members of his staff for their cooperation.

We express our thanks to all those who served as speakers during the convention.

(Miss Hutchinson, seconded by Mr. Krebs, moved the adoption of the resolution, and it was carried unanimously.)

2

Whereas the citizens of Tuscumbia, Alabama have joined in a community effort to build a shrine to Helen Keller, using for that purpose the house in which she was born and which she remembers as Ivy Green, her childhood home;

And whereas, the action and plan of the citizens of Tuscumbia already have been and will continue to be a source of inspiration and demonstration for those interested in the problems which blindness causes;

And whereas, the citizens of Tuscumbia have joined in this effort with uncommonly great enthusiasm without any thought for selfish gain;

Now therefore be it resolved that the AAWB congratulate the citizens of Tuscumbia upon the success of the dedication on Miss Keller's birthday, June 27, of Ivy Green as a permanent national shrine to this great leader, and commend them for the appropriateness, unselfishness, and sincere concern for the blind which surrounds this activity; and

Be it further resolved that the members of the AAWB be encouraged to assist the Helen Keller Property Board of the City of Tuscumbia in every way to continue the restoration, furnishing and maintenance of this symbol of a life which in its telling has shown the world a new concept of the real needs of the blind.

(Miss Hutchinson, seconded by Mrs. Charlyn Collier, moved the adoption of this resolution and it was carried unanimously.)

3

Whereas the Surgeon General has been authorized to establish the National Institute of Neurological Diseases and Blindness, under Public Law 692, 81st Congress;

And whereas, the functions of this Institute are to conduct and support research relating to the neurological and blinding eye diseases by research grants-in-aid, fellowships and traineeships, and to render assistance to appropriate public authorities, scientific institutions, and scientists in the conduct of and promotion of experiments and demonstrations;

And whereas, the National Advisory Neurological Diseases and Blindness Council has been authorized and appointed to advise the Surgeon General in these and related matters;

And whereas, only extremely limited funds have been made available to this Institute, at the present time, to carry forward its enlightened and thoughtful program in these areas, and increased funds must be made available so that research and training in the blinding eye diseases and in the rehabilitation therefrom can be advanced to the maximum possible extent,

Now therefore be it resolved that the American Association of Workers for the Blind undertake the following courses of action:—

1. Impress upon its members the importance of procuring and studying all the information available about the need for expanded medical research in this field.

2. Call upon all agencies concerned with social and economic problems caused by an ever increasing number of cases of blindness as well as those agencies directly concerned with programs of prevention of blindness to cooperate in every feasible manner with the National Institute of Neurological Diseases and Blindness of the United States Public Health Service.

3. Instruct all appropriate committees, especially the Legislative Committee, to assist the National Advisory Council to this Institute in bringing to the attention of the public at large, as well as members of Congress, the facts concerning the deplorable lack of basic medical research which, if developed, would prevent a considerable amount of blindness in the United States and to actively pursue an informational plan which would convince Congress of the merit of granting considerably larger appropriations for this long neglected area of research.

(Miss Hutchinson, seconded by Mr. Hulen Walker, moved the adoption of this resolution and it was carried unanimously.)

4

Be it resolved that because of the continuing technological advances in industrial processes and because of the continuing need for man-power in the present defense effort, due consideration be given by the Federal Office of Vocational Rehabilitation to the

promulgation of refresher training courses for blind employment counselors thereby providing them with the necessary tools and information to more adequately perform their assigned duties in the field.

(Miss Hutchinson, seconded by Mr. Howard Patrem, moved the adoption of this resolution and it was carried unanimously.)

5

Whereas, there is a movement on foot in various sections of the country which in effect proposes statewide controls and ultimately has for its goal federal controls on all fund raising in the United States for philanthropic purposes; and which also proposes to have a single drive for funds on a national basis; and, further, aims to control the distribution of such funds to various national and local agencies through a Super Chest on a national basis;

And whereas, it has been the experience of the administrators in work for the blind that both the service to the blind and the raising of funds for the support of work for the blind must be done on a local basis and that it is not feasible to plan and budget for the hundreds of local agencies on one national basis so that such local agencies could have all their needs taken care of;

And whereas, the establishment and maintenance of voluntary agencies for the blind has always depended on the freely given support of contributors in the true American tradition;

And whereas, a Super Chest would prevent this freedom of choice on the part of the contributor to select the beneficiary of his gift;

Therefore, be it resolved, that the American Association of Workers for the Blind, in convention assembled, direct and instruct its Legislative Committee to be vigilant in its observation of this trend and publicly record our disapproval of it.

(Miss Hutchinson, seconded by Mr. Philip Harrison, moved the adoption of this resolution and it was carried unanimously.)

6

Whereas the advent of embossed recording has opened extremely wide possibilities for meeting the reading needs of individual blind persons of all ages and levels, and especially students, at a minimum cost, through utilizing voluntary reading services; and

Whereas there is evidence to show that there is available a vast number of readers who are ready and able to supply the immediate needs of blind people with minimum delay; and

Whereas it appears that the urgent needs, particularly of students, are not being met by the National Committee for Recording for the Blind, and

Whereas it is also evident that the National Committee for Recording for the Blind is a suitable organization with high standards and adequate funds, and is organized on a national basis; and

Whereas we feel that, although the needs for a high standard of recording are fully recognized, we are convinced that the immediate needs of the student are paramount,

Therefore be it resolved: (1) That the American Association of Workers for the Blind, in Convention assembled, urge the National Committee for Recording for the Blind, and other groups, to cooperate to make available to users a master file of titles of recorded books for the information of libraries, groups and individuals; (2) That production be stimulated by modifying such requirements set down by the National Committee for Recording for the Blind as seem to restrict the service, and that the field of instantaneous recording be opened to all those who are willing and able to produce material acceptable to the average reader.

And be it further resolved: That copies of this Resolution be forwarded by the Secretary-General to each and all parties who might be directly or indirectly concerned, so that they may appreciate the urgent demand for such recorded material.

(Miss Hutchinson, seconded by Miss S. Ruth Barrett, moved the adoption of this resolution and it was carried unanimously.)

7

Resolved that the Library of Congress transcribe into braille immediately current best sellers on the fiction and non-fiction lists, especially the first three, so that the blind can discuss with their sighted friends the books that are currently being read.

(Miss Hutchinson, seconded by Miss Mar-

tha Brennan, moved the adoption of this resolution and it was carried unanimously.)

Miss Hutchinson, seconded by Mr. L. L. Watts, moved the adoption of the Report of the Resolutions Committee, and the motion was adopted unanimously.

REPORT OF STUDY COMMITTEE ON PRINCIPLES AND STANDARDS OF PUBLIC RELATIONS AND FUND RAISING FOR AGENCIES FOR THE BLIND

* M. ROBERT BARNETT, Chairman

Executive Director, American Foundation for the Blind, New York, N. Y.

On June 29, 1951, at Daytona Beach, Florida, this Association adopted a resolution offered from the floor, requesting the President of the AAWB to "appoint a Committee to study the overall problems of fund-raising methods, Christmas Tree and other sales for the purpose of raising funds."

In due course your President appointed a Committee consisting of Mr. F. E. Davis, Mr. Byron M. Smith, Mr. Lloyd Greenwood, Mr. H. A. Wood, and with Mr. M. Robert Barnett serving as Chairman. The Secretary-General was asked to serve as an ex-officio member. As constituted, the Committee includes representation from agencies for the blind on the national, state and local level, both public and private, and including both blind and sighted members. This seems to us to be as fair a representation of the field as could be expected or hoped for.

The Committee engaged in considerable preliminary correspondence, and met in Washington on February 11, in New York on May 12 and here at Louisville on Monday of this week (June 30th), and we now take pleasure in offering a report of our deliberations.

Realizing that we needed to adopt a name, at least for purposes of immediate identification as to the purpose for which we were constituted, it seemed to us that for the present we might appropriately call ourselves a Study Committee on Principles and Standards of Public Relations and Fund Raising for Agencies for the Blind. At this point, we felt it necessary to consider the scope of the inquiry we might be expected to make, and the nature of the report we would be expected to present today. We discussed the matter at great length, and finally reached the conclusion that we should start in a limited way, put first things first, and offer our report and leave the convention free to take whatever action it might wish with respect to the problems which gave rise to the appointment of this Committee. Conceding that there was a tremendous amount of work to be done, the Committee felt that its own beginning should be in the form of a recommendation to the AAWB that the Association adopt certain basic principles as fundamental in the development of ethics in fund-raising, public relations and public responsibility for any agency for the blind relying upon public support.

After much discussion, the Committee agreed upon the following statement as that which it would offer for your consideration today.

Basic Principles

The operations of all agencies for the blind entail a high degree of responsibility because of the element of public Trusteeship and protection of the blind involved in services to the blind. We therefore recommend that the AAWB adopt the following basic principles, that it ask all agencies relying upon public support for their programs of service to the blind to adopt these principles, and that upon application, annually, the AAWB issue its SEAL OF GOOD PRACTICE to all those agencies for the blind which agree to accept and to adhere to these provisions:

1. Board. An active and responsible governing body, with chartered responsibility, serving without compensation, holding regular metings, and with effective administrative control.
2. Purpose. A legitimate purpose and

* Visually Handicapped.

with no avoidable duplication of the work of other sound organizations.

3. Program. Reasonable efficiency in program management, and reasonable adequacy of resources, both material and personnel.
4. Cooperation. Evidence of consultation and cooperation with established agencies in the same or related fields.
5. Ethical promotion.
   (a) Ethical methods of publicity, promotion, and solicitation of funds.
   (b) No portrayal of the blind as helpless.
   (c) No use of any blind person's name without prior permission of individual concerned.
   (d) No granting of the right to commercial manufacturers or vendors to couple their support of programs for the blind with their sales promotion.
   (e) No representation of products as made by the blind unless the agency employs blind persons to an extent constituting not less than 75% of the total personnel engaged in the direct labor of production of manufactured blind-made products.

   Direct labor production means all work required for preparation, processing and packing, but not including supervision, administration, inspection and shipping.
6. Fund-Raising Practice. In fund-raising:
   (a) No payment of commissions for fund-raising.
   (b) No mailing of unordered tickets or merchandise with a request for money in return.
   (c) No general telephone solicitation of the public.
   (d) No entertainment by or in the name of an agency for the blind unless the complete net income from the sale of tickets is paid to the agency and unless the entertainment is in all other respects promoted in accordance with the principles set forth in the overall statement of principles.
7. Audit. Annual audit of books by an independent certified public accountant showing all income and disbursements in reasonable detail.
8. Budget. Detailed annual budget, translating program plans into financial terms.
9. Activities. Annual report of work of the agency, in reasonable detail.
10. Information. Agreement to furnish to the AAWB such information as will serve to establish the right of the agency to the SEAL OF GOOD PRACTICE of the AAWB. This to include a financial statement certified by the financial officer of the agency, in such reasonable detail as may be requested; information with respect to the budget of the agency; activities report and forecast of future programs and fund-raising projects.

It is further recommended that the AAWB make available to all Better Business Bureaus and other information sources designed to protect the public, the names of all agencies for the blind which are approved by the AAWB and that it take steps to inform all public agencies for the blind of these principles and of the agencies which have adopted them and received AAWB approval.

We suggest that the AAWB appoint a Standing Committee charged with the responsibility for administering this program, such Committee to include:

The Immediate Past President
First Vice-President
Second Vice-President
Two members at large, elected by the general membership for terms of two years and four years respectively and for terms of four years thereafter.

We realize that a report of this nature requires most careful consideration but we also realize that we shall never start to tackle this serious responsibility which is ours as professional workers for the blind unless we make a beginning by adopting a code by which we will live and by encouraging all our associates to adopt and live by such standards as are proposed. For that reason, we earnestly hope you will take some constructive action today.

It has been a pleasure to serve as members of this Committee and we pledge our continuing cooperation to our successors when

appointed, and to the Association to whose service we are privileged to dedicate our efforts.

Respectfully submitted,
F. E. Davis
Lloyd Greenwood
Byron M. Smith
H. A. Wood
Alfred Allen
M. Robert Barnett, *Chairman*

(Following the presentation of the Report, Mr. M. Robert Barnett, seconded by Mr. Raymond M. Dickinson, moved its adoption. Discussion followed, particularly with reference to the definition of what constitutes a "blind-made" product, and it was the sense of the meeting that this matter needed further study. Thereupon Mr. Irving N. Selis, seconded by Mr. Stanley Wartenberg, moved that a copy of this report, in full, be furnished by the Secretary-General to each member of the Association, in order that each member might give it careful study, and might have the opportunity to express his or her views to the Committee submitting the report, and that the Report be put on the Agenda for action at the next annual Convention. The motion was carried without any dissenting vote.)

REPORT OF THE CHAIRMAN OF THE A. A. W. B. BRAILLE COMMITTEE

* R. W. BEATH

Chief Librarian Canadian National Institute for the Blind, Toronto, Ontario

The Joint Uniform Braille Committee, consisting of three members from the A.A.W.B. and three from the A.A.I.B. was established at the A.A.W.B. Convention at Salt Lake City, Utah, in 1950.

The three members from the A.A.W.B. were Dr. Francis Cummings (B), Chairman, Alfred Allen and R. W. Beath (B). The three members appointed by the A.A.I.B. were Mr. Paul Langan, Miss Marjorie Hooper and L. W. Rodenberg (B).

A meeting was held in April, 1951 at the Kentucky School for the Blind, Louisville, Kentucky. Mr. Paul Langan was appointed Chairman and Miss Marjorie Hooper was made secretary. Those in attendance were Mr. Paul Langan, Miss Hooper, Mr. Rodenberg and Mr. Beath. Mr. Allen was unable to attend because of his absence on an African trip in connection with work for the blind and Dr. Cummings at the last moment was detained because of important legislative problems in Delaware.

The meeting devoted some study to the book, "Standard English Braille, Grades 1 and 2", which was published in 1933. This book has been of great value since that time, but it was felt by the Committee that a rediting should be undertaken. Some clarification of the rules and a rearrangement of material would be of value.

Braille music was also studied. Plans were made for tests of the popularity and practicality of the Mayhew System invented in England and the Connie Anderson System for popular music invented in the United States. Although the Mayhew System seemed to have some good features, it did not prove popular, taken as a whole. The Connie Anderson System is meeting a large measure of success with devotees of popular music.

The situation with regard to mathematical braille was reviewed and it was decided by the Committee to establish a Sub-Committee on Braille under a plan put forward by Robert Barnett, Director of the American Foundation for the Blind. This Committee consisted of Mr. Edward J. Waterhouse, Chairman, Miss Marjorie Hooper, Secretary, Dr. Witcher, Mr. Nemeth and Mr. Beath, representing the Joint Uniform Braille Committee.

On June 27th, 1951 at Daytona Beach, Florida a meeting of the Joint Uniform Braille Committee was held. Mr. Langan was unable to attend, having been called to New York on business. All other members were present. An open forum, largely attended by A.A.W.B. members, was called for the purpose of having a free discussion on literary Braille problems. Mr. Bernard Krebs (B), who took the leading role in the discussions, has subsequently been appointed to

* Visually Handicapped.

the Braille Committee, taking the place of Dr. Cummings, who was forced to withdraw because of pressure of business. At the open forum, it was decided that all who have suggestions for changes or improvements in Braille should send these in writing to Miss Marjorie Hooper, Secretary of the Joint Uniform Braille Committee. A large mass of material has been received by Miss Hooper and when this is classified and analysed, it will be considered at the next meeting of the Committee.

The Sub-Committee on Mathematical Braille held two meetings; one in New York City on June 8th, 1951 and the other at the Maryland School for the Blind, Overlea, in March, 1952. These meetings were devoted to the Nemeth Code, a system of writing mathematical Braille devised by Abraham Nemeth, a brilliant young blind mathematician of New York City. Under the Chairmanship of Mr. Edward Waterhouse, gratifying progress has been made. Due to the indefatigable efforts of Miss Marjorie Hooper, Mr. Nemeth's Code has now been brailled in book form. This new Code upens up the field of higher mathematics to the blind. The Sub-Committee on Braille has been gratified at the favorable reaction to the Nemeth Code among teachers of mathematics in the schools for the blind.

(Mr. Beath, seconded by Mr. Alfred Allen, moved the adoption of the Report and the motion was carried unanimously.

REPORT OF THE COMMITTE ON REHABILITATION CENTERS FOR THE BLIND

WILLIAM M. CANNON, Chairman
Staff Psychologist, State Commission for the Blind, Raleigh, N. C.

During the year the President of A.A.W.B. appointed a committee on Rehabilitation Centers for the Blind to study the means by which information concerning these Rehabilitation Centers could be most effectively brought before the membership of A.A.W.B. During the Louisville Convention the Committee met repeatedly, sometimes several times a day, for the purpose of discussing this matter.

After a great deal of discussion and consideration it was decided that a recommendation be drawn up and given to the President of A.A.W.B. advising that a new section titled "Section on Rehabilitation Centers for the Blind" should be set up as a part of the general structure of The American Association of Workers for the Blind. This recommendation was taken to the Board of Directors by the President and was received with interest and favor. It was returned, through the President, to the Resolutions Committee. For the coming year this recommendation and the justifications for it will be available to the membership of A.A.W.B. for thorough study and consideration. A copy of the recommendation may be obtained by writing the Chairman of this Committee. During the next Convention, if interest in and potential membership in a new section can be demonstrated it is the desire of the Committee that steps be taken to set up a new Section on Rehabilitation Centers for the Blind.

During its many business meetings the Committee set up a triennial publication providing, in an organized publication, valuable information relevant to the operations of rehabilitation centers for the blind, new techniques involved in this new method of rehabilitation, and, in general, for the purpose of providing a medium of exchange among those individuals interested in these rehabilitation centers. Mr. Winfield S. Rumsey, Supervisor of Vocational Guidance, Industrial Home for the Blind, 520 Gates Avenue, Brooklyn 16, New York was elected Editor of this publication. The name of the publication will be left to the readers. It may be secured, without charge, by any interested person by writing the Editor or by contacting any member of the Committee on Rehabilitation Centers for the Blind.

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Members of the Steering Committee:
Elizabeth L. Hutchinson, President
Jerry Dunham
Paul Poretti
Arthur L. Voorhees, Adviser
William M. Cannon, Ex-Officio Member

Respectfully submitted,

WILLIAM M. CANNON, *Chairman*
ELIZABETH L. HUTCHINSON, *Vice-Chairman*
ETHEL HEEREN, *Secretary*

(Mr. William M. Cannon, seconded by Mr. Raymond Dickinson, moved the adoption of the Report and the motion was carried unanimously.)

BUSINESS MEETING

The meeting opened with a Report of the American Foundation for the Blind, followed by Reports from The Board of Directors, the Necrology Committee, the Auditing Committee, the Legislative Committee, the Board of Certification of Home Teachers of the Blind, the Committee on Adjustment Centers, the Committee on Principles and Standards, the Joint Braille Committee, and the Resolutions Committee. All these reports appear elsewhere.

INVITATIONS TO NEXT CONVENTION

The following invitations for 1953 were received:

From the Texas Commission for the Blind to meet in Houston (presented in 1951 with the request that it be presented at the 1952 meeting). This was withdrawn by Miss Julia Lawson with an explanation that it is now their wish that we meet in Texas in 1954.

From Services for the Blind, Department of Public Welfare, Columbus, Ohio, to meet in Columbus.

From the Buffalo Association for the Blind, to meet in Buffalo, New York, either in 1953 or 1954.

From officials of the State of Wisconsin and the City of Milwaukee to meet in Milwaukee, Wisconsin.

From a Committee representing organizations for the Blind in the District of Columbia and joined in by The Virginia Commission for the Blind and the Maryland Workshop for the Blind—to meet in Washington, D. C.

After discussion, it was moved by Mr. L. L. Watts that we accept the invitation to meet in Washington, D. C., and seconded by Mr. Ave-Lallemant and supported by Mr. Hulen Walker and others, the convention enthusiastically voted to meet in Washington at a time and hotel headquarters to be chosen by the Board of Directors. At this time Mr. Ave-Lallemant reported that he and others interested had secured names on a petition requesting the Board of Directors to give consideration to a meeting at some time other than during the months of June, July or August. No particular enthusiasm was evidenced with respect to this petition, but the President agreed to receive it and have it referred to the Board.

ADJOURNMENT

There being no further business, Mr. Jake Jacobsen moved that the Convention adjourn, to meet in Washington in 1953, and the motion was carried unanimously and President Kumpe adjoined the meeting at 12.30 P.M., Friday, July 4th, 1952.

REGISTRATION STATISTICS

	Members	*Visitors*	*Total*
UNITED STATES			
Alabama	6	3	9
Arizona	2	—	2
Arkansas	16	4	20
California	10	—	10
Colorado	5	1	6
Connecticut	1	3	4
Delaware	5	—	5
District of Columbia	10	1	11
Florida	6	1	7
Georgia	19	2	21
Idaho	—	—	—
Illinois	22	6	28
Indiana	6	6	12
Iowa	3	4	7
Kansas	7	3	10
Kentucky	9	4	13
Louisiana	3	1	4
Maine	—	—	—
Maryland	5	2	7
Massachusetts	3	—	3
Michigan	3	1	4
Minnesota	6	1	7
Mississippi	1	—	1
Missouri	12	3	15
Montana	1	1	2
Nebraska	2	1	3
Nevada	—	—	—
New Hampshire	—	—	—
New Jersey	3	1	4
New Mexico	3	2	5
New York	33	9	42
North Carolina	11	4	15
North Dakota	1	—	1
Ohio	26	9	35
Oklahoma	2	—	2
Oregon	1	—	1
Pennsylvania	32	1	33
Rhode Island	1	—	1
South Carolina	1	—	1
South Dakota	2	—	2
Tennessee	11	1	12
Texas	10	8	18
Utah	6	—	6
Vermont	1	—	1
Virginia	11	4	15
Washington	3	1	4
West Virginia	3	—	3
Wisconsin	1	1	2
Wyoming	2	—	2
CANADA			
Alberta	1	3	4
British Columbia	2	—	2
Newfoundland	1	—	1
Ontario	9	4	13
	(13)	(7)	(20)
TOTALS	340	96	436

(The above figures do not include a number of persons in attendance but not registered.)

MEMBERSHIP ROSTER

MEMBERSHIP ROSTER—1952

Key to Classification

a. Executive heads of agencies doing city-wide county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except Business Enterprise Specialists
c. Home Teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind. Administrative heads of publishing house for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business Enterprise Specialists for the blind.

Explanation of Symbols

*Visually Handicapped.
‡Present and registered at Louisville Convention.
†Honorary Member.

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WILKINS, Mrs. Nellie S. (e)
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‡*WILLIAMS, Mrs. Grace (c)
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‡*WILLIAMS, Mrs. Jean Stewart (c)
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‡WILLIAMS, Pauline (c)
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WILLIAMSON, C. V. (i)
Vending Stand Supervisor, District Office, Vocational Rehabilitation, 14th and Pennsylvania Avenue, Washington, D. C.

*WILLIAMSON, L. G. (b)
National Director of Employment, Canadian National Institute for the Blind, 186 Beverley Street, Toronto, Ontario.

WILSON, Mrs. Eleanor A. (d)
Secretary, Board of Directors, Association for the Conquest of Blindness, 745 Central Avenue, Kansas City, Kansas.

WILSON, Mrs. Henry (d)
Board Member, Delaware Comission for the Blind, Eastover Hills, Dover, Delaware.

WILSON, Ida E. (a)
Superintendent, Adult Blind Home, 3289 Grove Street, Denver, Colorado.

WILSON, Mrs. Lilian S. (h)
Branch Librarian, New York Public Library, 137 West 25th Street, New York 1, New York.

WIMBERLY, Martha Angie (d)
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WINTER, A. O. (b)
Special Rehabilitation Training Officer, Veterans Administration, Waco, Texas.

‡WISE, O. F. (b)
Supervisor, Alabama Department of Education, Vocational Rehabilitation, 416 Monroe Street, Montgomery, Alabama.

‡WISHARD, Elizabeth (h)
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‡WOOD, E. J. (b)
Blind Services Consultant, Department of Public Welfare, Rehabilitation for the Blind, 800 Employment Security Building, Nashville, Tennessee.

‡WOOD, H. A. (e)
Executive Secretary, North Carolina State Commission for the Blind, 303 West Martin Street, Raleigh, North Carolina.

†*WOOD, L. M. (d)
President, Canadian National Institute for the Blind, 186 Beverley Street, Toronto, Ontario.

*WOOD, Theresa (c)
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*WOOD, W. S. (b)
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Blind, 519A M and M Building, Houston, Texas.

‡*WOODRING, Jesse (b)
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WOOF, Edna (d)
Housemother, New York State School for the Blind, Batavia, New York.

‡WOOLLY, J. M. (g)
Superintendent, Arkansas School for the Blind, 2600 West Markham, Little Rock, Arkansas.

‡WORDEN, Mrs. Helen W. (e)
Executive Secretary, Rhode Island Association for the Blind, 39-49 Arcade Building, Providence, Rhode Island.

‡WORTS, Grace (f)
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WRENCH, Frank A. (h)
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WRENCH, Mrs. Frank (d)
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‡*YEAMAN, Jack M. (e)
Acting Director, Division of Deaf and Blind, State Department of Education, 115 East 19th Street, Cheyenne, Wyoming.

‡YEAMAN, Mrs. Ruth (d)
115 East 19th Street, Cheyenne, Wyoming.

YOCOM, Mrs. William (g)
Teacher, Delaware Nursery School for the Blind, Delaware Commission for the Blind, Marshallton, Delaware.

‡*YODER, Norman (b)
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‡*YOUNG, Aletha L. (c)
Home Teacher, Board of Industrial Aid and Vocational Rehabilitation for the Blind, 536 West 30th Street, Indianapolis 23, Indiana.

*YOUNGMAN, Richard W. (b)
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*ZARINA, Peter F. (c)
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ZEWADSKI, Mrs. Irene (c)
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‡ZICKEL, Virgil E. (h)
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ZIMMERMAN, H. P. (d)
Chairman, Committee on Blind Activities, Daytona Beach Lions Club, Post Office Box 207, Daytona Beach, Florida.

ZWIERZANSKI, William John (f)
R. F. D. 1, Belle Mead, N. J.

MEMBERSHIP—1952

State	*Renewals*	*New*	*Total*	*State*	*Renewals*	*New*	*Total*
Alabama	10	3	13	New Hampshire	3	1	4
Arizona	2	3	5	New Jersey	7	1	8
Arkansas	16	11	27	New Mexico	1	1	2
California	20	12	32	New York	68	18	86
Colorado	2	10	12	North Carolina	8	7	15
Connecticut	10	—	10	North Dakota	1	—	1
Delaware	12	2	14	Ohio	23	10	33
District of Columbia	15	15	30	Oklahoma	2	4	6
Florida	38	3	41	Oregon	1	1	2
Georgia	9	23	32	Pennsylvania	56	29	85
Hawaii	—	1	1	Rhode Island	3	—	3
Idaho	1	—	1	South Carolina	2	—	2
Illinois	29	17	46	South Dakota	2	2	4
Indiana	8	1	9	Tennessee	22	11	33
Iowa	5	1	6	Texas	16	24	40
Kansas	8	7	15	Utah	7	1	8
Kentucky	5	4	9	Vermont	4	—	4
Louisiana	5	2	7	Virginia	14	3	17
Maine	—	1	1	Washington	5	1	6
Maryland	13	—	13	West Virginia	2	3	5
Massachusetts	27	5	32	Wisconsin	4	2	6
Michigan	8	1	9	Wyoming	1	1	2
Minnesota	5	11	16	Canada	47	9	56
Mississippi	1	1	2	Total	*573	272	845
Missouri	19	6	25				
Montana	3	1	4				
Nebraska	2	2	4				
Nevada	1	—	1				

*Includes 1 Honorary Life Member each in District of Columbia, Pennsylvania and Canada.

Group Membership

SECTION	A	101
	B	134
	C	165
	D	220
	E	53
	F	64
	G	44
	H	43
	I	21
Total		845

Membership as of October 1, 1952

	Male	*Female*	*Total*
Visually Handicapped	266	148	414
Sighted	215	216	431
	481	364	845

DIRECTORY OF

NATIONAL AGENCIES FOR THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ALFRED ALLEN, *Secretary-General*
c/o American Foundation for the Blind, Inc.
15 West 16th Street, New York 11, New York

OFFICERS (1951–1953)

Roy Kumpe, Little Rock, Arkansas, *President*
Captain M. C. Robinson, Vancouver, B. C., *First Vice-President*

Joseph F. Clunk, Philadelphia, Pennsylvania, *Second Vice-President*
Alfred Allen, New York, New York, *Secretary-General*
Lemont Hackett, Baltimore, Maryland, *Treasurer*

Founded in 1895 as the Missouri National College Association, changed in 1896 to The American Blind People's Higher Education and General Improvement Association, the organization took its present name in 1905—the American Association of Workers for the Blind. The purpose of the Association is "to render all possible assistance to the promotion of all phases of work for, and in the interest of, the blind, and to the prevention of blindness, throughout the whole of the Americas, the Territory of Hawaii and the insular possessions of the United States."

All persons in the Americas, the Territory of Hawaii and the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness are eligible to membership in the Association. The membership is divided into nine sectional groups of specific interests for the purpose of representation on the Board of Directors of the Association, and for round-table discussions. The Association is maintained by individual membership dues of $5 annually payable in January. Annual conventions are held, usually in June or July. All members receive a printed copy of the published proceedings of conventions.

The authority to govern the Association, by directing its policies and operations in all matters relating to the purpose for which it has been formed, is vested in a Board of fifteen Directors, composed of the five elected officers, the immediate Past President and one representative from each of the sections.

Various standing committees of the Association may work jointly with corresponding committees of the American Association of Instructors of the Blind, and with the American Foundation for the Blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

EGBERT N. PEELER, *Secretary-Treasurer*
c/o North Carolina School for the Blind and Deaf
Raleigh, North Carolina

OFFICERS AND DIRECTORS (1952-1954)

DR. NEAL F. QUIMBY, Alamogordo, New Mexico, *President*
JOHN C. LYSEN, Faribault, Minnesota, *First Vice-President*
ROBERT H. THOMPSON, St. Louis, Missouri, *Second Vice-President*
EGBERT N. PEELER, Raleigh, North Carolina, *Secretary-Treasurer*
JOSEPH J. KERR, Philadelphia, Pennsylvania
MRS. BLANCHE DOUGHERTY, Muskogee, Oklahoma
WILLIAM T. HEISLER, Staunton, Virginia
DONALD W. OVERBEAY, Vinton, Iowa
MISS LILLIAN RICKS, Talladega, Alabama

Founded in 1853 as the American Instructors of the Blind, the Association held its second meeting in 1871, and the next in 1872, at which time its name was changed to the present form. Meetings have been held biennially, with one or two exceptions, since that time, on the even years, usually in June. Conventions are usually convened at the various schools for the blind, on invitation, the time and place being determined by the Board of Directors. Membership is open to any who are interested in the education of visually handicapped children.

The distribution of the Proceedings of the Association is made upon a pro rata basis arranged for in the By-laws, and the Board of Directors is directed to provide for the sale of additional copies at cost to members or others as desired, and for the gratuitous distribution to honorary and corresponding members, college and public libraries in the United States and Canada, institutions for the blind in foreign countries, and to such other organizations as in their judgment shall be so complimented.

The Association concerns itself with all problems relating to the education of the blind. In addition to its deliberations at the biennial conventions of the whole Association, special committees engage in constant research in such fields as Braille, vocational guidance, teacher certification, school curricula, etc.

AMERICAN BIBLE SOCIETY

450 Park Avenue, New York 22, N. Y.

The American Bible Society has been supplying the Bible to the Blind for over a century, beginning in 1835 with the publication of the Bible in the Line Letter system—the first Bible printed for the sightless.

The year 1951 was the greatest year in the distribution of the Scriptures to the Blind, thousands of embossed volumes in Braille and in Moon and also on Talking Book records, having gone out from the Bible House to every state in the Union and to many foreign lands.

The Society distributed to both the sighted and the sightless throughout the world during the year 1951 a grand total of 16,001,945 volumes of Scripture.

The Society offers four editions of the Bible in Braille, the King James Version and the American Revised Version being available in both Grade 1½ and in Grade 2.

For those unable to read Braille, the Bible in the Moon system may be secured. A Moon Bible requires 58 volumes.

The Society also provides the Scriptures on Talking Book records which are especially helpful to those unable to read any embossed system. The whole Bible requires 170 records—the Old Testament is on 130 records and the New Testament on 40 records. The new recording of the Bible is on the 10-inch double-faced records which play for fifteen minutes to a side.

A Small Volume of Scripture Passages including the 23rd Psalm, the Sermon on the Mount, the Lord's Prayer, I Corinthians 13, and many other favorite passages is available in Braille, New York Point, the Moon system, and also on 2 Talking Book records.

This Small Volume of Scripture Passages is also now available in Spanish, Portuguese, Armenian and Turkish Braille.

The Bible Society continues to supply all of its embossed volumes and Talking Book records of the Bible direct to blind persons and libraries serving the Blind at a fraction of their costs—25 cents a volume, plus postage. This is made possible through contributions from friends of the Bible and of the Blind to the Society's Blind Fund.

The Society publishes a Braille Concordance in 10 large volumes which is proving an invaluable aid especially to ministers, librarians and Bible students. These volumes are also offered to blind individuals at 25 cents a volume, plus postage, or $3.00 for the set.

The Scriptures have been distributed to the sightless in thirty-six languages and systems up to the end of 1951.

During its 117 years of service to the Blind, the Society has distributed at home and abroad a total of 329,898 volumes and Talking Book records.

Correspondence in regard to Scriptures for the Blind will receive prompt attention if addressed to Miss S. Ruth Barrett, Secretary, Work for the Blind, 450 Park Avenue, New York 22, N. Y.

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

THE AMERICAN FOUNDATION FOR THE BLIND is a national private agency whose purpose is to promote increasingly and uncompromisingly the interests of the blind. It is principally maintained by the Helen Keller Endowment Fund, contributions from interested patrons, grants from other research foundations, and income from nonprofit sales of appliances.

Among its activities are: Research; Consultation services in the fields of education, community planning, vocational rehabilitation, the deaf-blind, the war-blinded, the preschool blind child, and special aids and appliances; Special service to blind individuals; Publications; Library service; Scholarships; Professional development.

Affiliated agencies: American Foundation for Overseas Blind; National Industries for the Blind.

RESEARCH ACTIVITIES. Studies in the education and rehabilitation of the blind, in vocations for the blind, in statistics and legislation affecting the blind, and in other subjects relating to the improvement of services for the blind.

Development of mechanical appliances used by the blind, including continued improvement of recorded literature for the blind.

CONSULTATION AND FIELD SERVICE. Comprehensive information and the advice of experienced workers is available to agencies and schools for the blind on education, rehabilitation, vocations, legislation, statistical records, and other phases of work for the blind.

Assistance to state and community agencies in presenting the needs of the blind to government officials, legislators, and the public; organization of new activities on behalf of the blind where needed; surveys in which an evaluation is made of existing services to blind adults and children, and, when necessary, recommendations made for improvement of such services.

SERVICES FOR THE DEAF-BLIND. A department which seeks out all deaf-blind persons throughout the country and studies and promotes services for their personal, social, and economic rehabilitation.

SERVICES TO THE WAR-BLINDED. A department which cooperates with the Army, the Navy, the Veterans Administration, and the blinded veterans themselves in their development of adequate programs for the welfare of the war-blinded.

SPECIAL SERVICES TO BLIND INDIVIDUALS. Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of Talking Book machines, braille watches, and other special appliances for the blind at cost.

PUBLICATIONS. Publications of special interest to workers for the blind and to the blind: *The New Outlook for the Blind,* in braille and inkprint; *Talking Books Topics,* in inkprint and recorded form; the *Braille Book Review* in braille; and *Touch and Go,* in braille for the deaf-blind; *Directory of Activities for the Blind in the United States and Canada* (biennially).

Other books and pamphlets of professional interest to workers for the blind.

LIBRARY SERVICE. Facilities of a reference and lending library containing more than 8,000 inkprint books, pamphlets, and manuscripts relating to the blind and their welfare are available to students of work for the blind.

SCHOLARSHIPS. A limited number of scholarships is offered each year to blind students in professional schools and institutions of higher learning.

Fellowships to encourage research, and to recruit trained personnel for professional positions.

PROFESSIONAL DEVELOPMENT. Development of professional training through promotion of institutes and workshops for personnel of agencies for the blind; summer courses for teachers of blind children and for workers with the blind.

A National Personnel Service which aids qualified personnel to secure appointments in work for the blind, and schools and agencies for the blind to obtain qualified staff members.

AMERICAN FOUNDATION FOR OVERSEAS BLIND. The American Foundation for Overseas Blind, affiliated with the American Foundation for the Blind, is an organization to provide aid and assistance in the rehabilitation of the blind in all parts of the world.

AMERICAN PRINTING HOUSE FOR THE BLIND

Chartered in 1858

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and in 1858 Kentucky chartered the American Printing House for the blind. It is the oldest national institution for the blind in this country and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the over 6900 blind children enrolled in the public institutions and classes for the blind in the United States and its territories. For this purpose, Congress provides an annual appropriation which is used to provide free schoolbooks and tangible apparatus for all of the public education institutions for the blind. The appropriation for the 1952-1953 fiscal year amounted to $185,000.

For the over 30,000 adult blind readers, the Printing House provides in Braille and on Talking Books a wide range of literature which includes 56 periodicals. The *Reader's Digest,* reprinted each month both in Braille and on Talking Book records, has been acclaimed by the blind as one of the greatest contributions to literature for the blind.

Besides being the official schoolbook printery, the Printing House prints books and periodicals for organizations which provide free literature for the blind. Many agencies have found this cheaper and more satisfactory than doing the work in their own establishments.

The Printing House maintains a complete Talking Book department for manufacturing the Talking Book records through all of the processes, from wax recording to the pressing of the discs. This department provides the necessary facilities to enable the institution to supply the requirements of the blind for recorded literature.

The Printing House also manufactures and distributes books in large type for the children in our schools and classes for the blind who have enough useful vision to read this type of book and who should not be educated with Braille. There is rapidly being built up an adequate catalog of textbooks and other educational materials in large type to parallel the Braille textbook catalog.

For a number of years, the Printing House has cooperated with agencies in foreign countries which do not have publishing facilities for the blind by accepting students from these countries and training them in the Braille printing trade, with a view to their returning to their respective countries and setting up adequate Braille presses for their own pople.

Special printing presses, embossing machines, sectional maps, Braille writing-frames, arithmetic slates, geometric forms, a geometry board, Braillewriters, Talking Book reproducers, peg boards for kindergarten, frames for writing longhand, sentence boards and other educational aids have been designed and built here. This original material has profoundly influenced the art of instructing the blind in this and other countries.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue, Los Angeles 29, California

Phone: OLympia 1121

The Braille Institute of America, Inc., was established in 1929 to acquire and extend the activities of the Universal Braille Press, an unincorporated philanthropic institute founded in 1919. It is chartered under the laws of California as a nation-wide, non-profit, non-sectarian institution devoted to the social and economic welfare of the blind, without respect to race, color or creed.

The Braille Institute is gradually building a program with the objective of making possible the complete rehabilitation of the blind from the time of loss of sight until the employable blind are qualified for placement in industry and the unemployable blind have become integrated members of society.

The following major services are offered:

SOCIAL WELFARE-ADVISEMENT: Trained workers assist in the adjustment of personal problems created by blindness. Counseling service is offered to the blind and partially sighted and to their families. Information is given and referrals made to other agencies.

HOME TEACHING: Individual instruction in self-reliance and home-making; instruction in reading and writing Braille and Moon types and the use of the typewriter; instruction in handicrafts.

RECREATIONAL AND EDUCATIONAL CLASSES: To provide recreation, fellowship and educational opportunities for the blind and partially sighted. These cover a wide variety of fields, among them being many types of handicrafts, Braille, personality improvement, creative writing with a commercial objective, ceramics, book reviews, choral singing, bridge classes, typing, Spanish, cooking, social and square dancing.

Consultation service and assistance is given to outlying areas upon request, to the limits of staff time.

REHABILITATION AND ORIENTATION: A program of training in foot travel and practical every-day skills necessary for comfortable living and readjustment; assistance in enlarging economic opportunities; non-interest bearing loans for qualified business projects.

LIBRARY: Free circulation of books and magazines in Braille and on long playing phonographic records, styled "Talking Books," to the blind in Southern California and Arizona.

PRINTING DEPARTMENT-LITERATURE: Non-profit publication of books and magazines in Braille and Moon types sponsored by Braille Institute or others, including the Bible, in Braille (Gr. 1½) 21 vol.; New Testament Revised Standard Version (Gr. 2) 5 vol.; Webster's Dictionary (Gr. 1½) 33 vol. (abridged) self-pronouncing; Cook Book (Gr. 1½) 2 vol.; Braille Mirror, (Gr. 2) a monthly current topic magazine.

RESEARCH: Engineering and development of appliances for the Blind, such as a Braille typewriter and a longhand script guide.

. . . . . .

The Institute is maintained by bequests, endowments, gifts, voluntary contributions from the public and by membership dues ranging from $5 to $100 a year, with life memberships at $1,000.

The Canadian National Institute for the Blind

. . . trains blind Canadians for that degree of independence of which each is capable. For this purpose it maintains

Home Teachers
who teach touch-reading, handicrafts, home management to the blind in their own homes.

Libraries of Braille and Talking Books
which are mailed to the homes of the blind, free of charge.

Factories, Cafeterias and Stands
which train and employ the blind.

An Employment and Placement Department
that seeks out jobs in industry for the competent blind.

Facilities
for the marketing of the products of the home workers.

Residences
for those among the blind without homes.

A Social Service Department
for those who need its services.

THE INSTITUTE has six divisions, with offices in 42 of the principal towns and cities of Canada, bringing its services to more than 19,000 blind Canadians. In addition it operates sightsaving and prevention of blindness departments. *Information freely furnished, to all interested, upon request.*

The Canadian National Institute for the Blind

Lewis M. Wood, C.B.E.,
President.

E. A. Baker, O.B.E.,
Managing-Director.

186 Beverley Street,
Toronto 2-B.

THE CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln, Nebraska

The Christian Record Benevolent Association was founded in 1899 and dedicated to the embossing and distribution of religious literature for the blind. The corporation is administered by a Board of Trustees, elected biennially, and is supported in its work by public contributions and the income from endowment investments. At the present time the Association is providing the following free services:

Publications

The Christian Record, a monthly non-sectarian religious journal of fifty-six pages in both Braille, grade 1½, and New York Point.

Bible Expositor, a forty-page monthly topical journal issued in both the Braille, grade 1½ and the New York Point.

Sabbath School Monthly, a monthly journal of approximately forty pages providing a weekly series of Bible lessons, issued in Braille, grade 1½.

Life and Health, a fifty-six page Braille, grade 1½, edition of the national ink-print health journal published in Washington, D. C.

Children's Friend, a twenty-eight page monthly journal, Braille grade 1½, for the junior level. It is a compilation of religious, moral, and character-building non-sectarian stories.

Correspondence Course

The Association brailles and distributes the internationally known Voice of Prophecy Bible Correspondence Course.

Library

A free lending library of several hundred Braille and Point volumes is maintained.

Talking Books

During recent months the Association has begun the recording of a series of devotional and inspirational Talking Books for distribution to the public through the regional branches for the blind of the Library of Congress. Thus far four volumes, *Thoughts from the Mount of Blessing, Steps to Christ, Alone with God,* and *Prophecy Speaks,* have been made available for reading purposes.

THE HADLEY CORRESPONDENCE SCHOOL FOR THE BLIND

Incorporated (1922) Under State Charter

Not for Profit

620 Lincoln Avenue
Winnetka, Illinois

The Hadley School offers 70 home-study courses, beginning with a few elementary school courses which lead to a full high school program plus some university work. A course in the reading of Braille is available to those who have not learned it, or who wish to "brush up."

All Hadley courses are given tuition-free to the blind. The generosity of people interested in the blind and in their welfare makes this possible. Some Hadley students contribute, but this is not required.

The School maintains a Braille lending library that supplies students with all books needed for their courses, and all instructional material in Braille.

The School employs a staff of experienced teachers and Braillists who provide individualized instruction, through personal letters written in Braille.

The Hadley Library lends the Braille and the Talking Book editions of *The Reader's Digest* to many of its students and other blind readers.

Next to Braille, English is most in demand. English courses range from elementary study to a special creative writing program for students interested in writing as a hobby or vocation. For these students the School publishes every two years a Braille edition of the "Handy Market List" from the pages of *Author & Journalist*. In 1951 the School also published in Braille the "Hadley Anthology of Magazine Poetry."

Through a coordinated arrangement with the Home-Study Department of the University of Chicago, the Hadley School makes available in Braille selected college courses offered by the University. This service includes the Brailling and lending of all University textbooks and instructional material. The Hadley School transcribes the Brailled lesson into typewritten form. This typed copy is sent to the University of Chicago. It is corrected and returned to the Hadley School where the University instructors' comments are then put into a personal Brailled letter which is sent to the student. Three English courses and one in Psychology, each offering 3 semester hours of college credit, are now available. As a special aid to the study of college psychology, the Hadley Schools lends all students of this course three-dimensional biological models and other technical equipment. The University of Chicago charges but 50% of the regular tuition for our blind students. This charge is paid for by Hadley Scholarships, thus making it free for those who qualify.

Application for enrollment in the Hadley School may be made at any time throughout the year. The School serves more than 1,000 persons annually.

A Braille or print catalogue will be furnished upon request.

HOWE PRESS OF PERKINS INSTITUTION

Watertown 72, Mass.

Ever since 1832 the embossing of books for the blind and the manufacture of special appliances has been carried on by the Perkins Institution for the Blind. The first director, Dr. Samuel Gridley Howe personally raised special funds for this purpose. After his death his successor Mr. Michael Anagnos raised an endowment fund and established the Howe Memorial Press in 1882. Now located on the school campus in Watertown, Mass., the Howe Press continues to carry out the work which Dr. Howe began.

Printing Braille Books. The bulk of our work is adult literature for the Library of Congress. In addition, text books, testing material, and music embossed for Perkins Institution are made available at cost to anyone needing them. We publish several reading aids for adult beginners. Price lists and music catalogues are available in print and braille.

Maps. Embossed paper maps, both historical and geographical are for sale. The Braille Map Quarterly, which deals with a current news event, is sent free to braille readers anywhere in the world.

Appliances. These are mostly educational devices including braille writers, braille shorthand writers, and a variety of braille slates. We also manufacture some mathematical instruments, and room thermometers. Price lists are available, and a bulletin describing the Perkins Brailler.

Games. These include brailled playing cards, specially designed sets of chess and checkers, interlocking dominoes, chinese checkers, and anagrams. Also a special slate for brailling your own playing cards.

Equipment. Stereotyping equipment is made primarily for our own use but is also manufactured to order. Used equipment is sometimes available.

Machine Shop Facilities. A modern tool-making and machine shop has been established recently to take care of the new Perkins Brailler. These facilities are adequate for the development and manufacture of new mechanical devices for the blind.

CLOVERNOOK HOME FOR THE BLIND
CINCINNATI LIBRARY SOCIETY FOR THE BLIND

Cincinnati 31, Ohio

The Cincinnati Library Society for the Blind was founded by Georgia D. and Florence B. Trader in 1901. The books were deposited in the Public Library, Cincinnati and the Librarian and attendants were paid by them. This Society outgrew the space allotted for the books, so in 1934 they were taken to Clovernook and housed on the second floor of the shop building. There are 1,412 active readers and the circulation is about fifty thousand books and magazines each year. The collection consists of 35,133 Braille books, Music and Magazines and 76,328 Talking Book records.

The examination of the children's eyes in the Public Schools was started in 1904.

In 1905 classes for Blind children in connection with the Public Schools were opened through the efforts of Georgia D. and Florence B. Trader. There is a class for totally blind children and other classes for conservation of vision.

Clovernook Home for the Blind was founded in 1903 by Georgia D. and Florence B. Trader. Clovernook was the former home of the poet sisters, Alice and Phoebe Cary. It is an Industrial Home for forty women. It consists of a tract of 29 acres—two dwellings and a two-story shop approximately one hundred feet square—besides farm buildings and a large garage.

The shop provides a weaving and printing department. The weaving department contains ten looms and the women weave rag rugs, woolen blankets and other articles.

In the printing department the blind girls do the Braille stereotyping on zinc plates—taking dictation from the dictaphone—proof-reading, collating, sewing of the books—wire stitching of the magazines on power machines, make up the shipping boxes and pack the books. They are busy seven hours a day, five days a week.

JOHN MILTON SOCIETY FOR THE BLIND
A WORLD-WIDE SERVICE TO THE BLIND BY UNITED PROTESTANTISM

Through this Society, more than 50 Protestant denominations in the United States and Canada unite to serve the religious interests and needs of the blind through the publication of literature in braille and talking book form, through pastoral counselling and through special projects in Christian schools and homes for the blind in Protestant mission fields overseas.

Magazines

"John Milton Magazine" a religious digest for adults circulating in more than 60 countries around the world.

"Discovery" a story magazine for boys and girls.

"John Milton Sunday School Quarterly" containing the International Sunday School Lessons with teacher's notes.

Talking Book Publications

"John Milton Talking Book Magazine"—a religious digest for adults on long playing records (one hour and fifteen minutes) published and distributed quarterly free of charge.

Books and Pamphlets

Many books and pamphlets are published including a hymn book, a book of Christmas carols, books of prayers for younger and older children and books on the Christian faith. A motto calendar is also published annually.

Overseas Services

Since 1948, the Society has extended its services to Christian schools and homes for the blind in Christian mission fields overseas. Magazines, books and pamphlets are published in eight foreign language braille systems. Special projects for blind children are carried on in more than a score of Christian schools and homes. Scholarships are arranged for the special training of native teachers and missionaries serving the blind on mission fields.

The mission of the John Milton Society is to impart spiritual strength, inspiration and new hope to the blind through Christian literature in braille and talking book form and through a variety of pastoral ministries which bring the light and cheer of the Christian faith to thousands on this continent and in more than 60 countries around the world. Helen Keller has been its President for almost twenty years. The extent and continuance of its services depend wholly on voluntary contributions. Its offices are located at 156 Fifth Avenue, New York 10, New York.

THE MATILDA ZIEGLER MAGAZINE FOR THE BLIND
MONSEY, NEW YORK

Howard M. Liechty, Managing Editor

The Matilda Ziegler Magazine for the Blind was founded in 1907 and is published monthly by the Matilda Ziegler Publishing Company for the Blind, Inc. It is the gift of the late Mrs. William Ziegler of New York, by whose generosity it was endowed in perpetuity. The genius of the late Walter G. Holmes, for thirty-nine years its editor and manager, caused its being and its continuing high tradition. Its purpose throughout its history has been that of these two great souls—to serve the blind; specifically, to bring to blind readers entertainment and companionship, and the best of reading material available in the literature of this country. Other services extended through the facilities of the Ziegler Magazine office are the securing for blind people, at special prices and without profit, of portable typewriters, alarm clocks which are embossed for touch reading, playing cards embossed in Moon Type, needle threaders and self-threading needles, and other items as occasion presents itself.

The contents of the Ziegler Magazine are made up of more or less regular features and departments, consisting of the following in a typical monthly issue: a cover poem appropriate to the month or season; an editorial page; a review of the month's news; a department of special notices concerning events and items of particular interest or help to the reader; an account about a blind person whose achievements or whose life are notable and inspiring; reprinted articles (three to five in number) from ink print publications, of current or popular interest, or of educational or cultural value; a necrology of blind persons; a page of contemporary and classical poetry; a department dealing with new appliances and aids, and with tools and services for the blind; a short fiction story; a review of a current best-seller book.

The publishers desire the Ziegler Magazine to be read by any blind people who would find it worthwhile. It will be sent entirely free of charge to anyone making application.

The mailing date of the monthly issue is usually during the last full week of the preceding month.

Three editions are published—Braille, New York Point, and Moon type—and readers may have their choice from among the three, depending upon which system they prefer to read or can read.

NATIONAL BRAILLE PRESS INC.

88 St. Stephen Street, Boston 15, Massachusetts

The National Braille Press Inc., is a charitable organization, dependent entirely on private contributions, publishing for free distribution: *Weekly News,* a current events magazine for the blind, printed in Braille Grade 2; *Our Special,* a monthly magazine for blind women, printed in Braille Grade 1½; *The Home Teacher,* a professional journal for home teachers and social workers, printed in Braille Grade 2. Also, it accepts contracts for the publishing of other Braille periodicals, but not for profit.

Founded as the Braille Weekly Publishing Company, January, 1927; incorporated under its present name under the laws of the Commonwealth of Massachusetts, May 29, 1929.

PURPOSE: Embossing, printing and circulating in the United States and Canada reading matter for the blind; promoting finger reading and assisting the blind to become happier and better informed citizens. The organization employs twenty-five persons on its project, fourteen of whom are visually handicapped.

DISTRIBUTION: Throughout the United States and its possessions, and to English-speaking readers all over the world.

OFFICERS: President and Treasurer, Charles Boyden, Boston; First Vice-President and Assistant Treasurer, Walter I. Badger, Jr., Boston; Second Vice-President, Mrs. Elmore I. MacPhie, West Newton; Secretary, Mrs. Richard D. Fay, Cambridge; Managing Director, Francis B. Ierardi, 88 St. Stephen Street, Boston 15, Massachusetts.

THE NATIONAL COUNCIL PROTESTANT EPISCOPAL CHURCH COMMITTEE ON LITERATURE FOR THE BLIND

The Rev. W. J. Loaring-Clark, Secretary, Jackson, Tennessee

The National Council of the Episcopal Church through its Committee on Literature for the Blind publishes a monthly magazine, THE CHURCH HERALD, which has a mailing list of some 600 names. This is the free gift of the Episcopal Church to the visually handicapped and is edited by the Secretary of the Committee, the Rev. W. J. Loaring-Clark, D. D., Jackson, Tennessee. THE CHURCH HERALD is published in Revised Braille, Grade 1½ and contains the Church Calendar, Prayers, Articles, Poems, a book in serial form, a Question and Answer Department, a News and Notes Department and the Episcopal Church School Lessons according to the Bible Class and Home Department Quarterly edited by the Very Rev. Hiram R. Bennett, D. D. and published by the kind permission of the H. H. Jacobs Co.

NATIONAL INDUSTRIES FOR THE BLIND

15 West 16th Street, New York 11, New York

National Industries for the Blind, founded by the American Foundation for the Blind, is a non-profit organization incorporated September 13, 1938, under the laws of the State of New York. Its principal purpose is to allocate orders to workshops for the blind under the direction of the Committee on Purchases of Blind-made Products, a committee set up under the provisions of the Wagner-O'Day Act, which authorizes the Federal departments to purchase brooms, mops, and other suitable commodities from workshops for the blind.

National Industries for the Blind is governed by a Board of Directors, with the general committee on Sheltered Workshops for the Blind acting as an Advisory Committee. All major policies are discussed with this committee.

Services available to workshops relate to the production and sale of blind-made products, industrial homework and fund raising.

THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.

1790 Broadway, New York 19, N. Y.

The National Society for the Prevention of Blindness is engaged in a program to eliminate preventable loss of sight. Its objects are:

1. To endeavor to ascertain, through study and investigation, any causes, whether direct or indirect, which may result in blindness or impaired vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

The Society's preventive program for both children and adults is carried out through field work, publications, statistical service, personal interviews and all means of public education. It coordinates its work with that of other organizations in all phases of saving sight. Grants are made for basic and clinical research in the blinding eye diseases. Literature, exhibits, lectures, charts and staff consultation in sight-saving projects are available on request. It publishes the following periodicals: *Sight-Saving Review,* quarterly, $2.50 a year; *Prevention of Blindness News,* published four times a year, sent free upon request; *Wise Owl News* (for industry) published four times a year; and Annual Report.

ROYER-GREAVES SCHOOL FOR THE BLIND

South Valley Road, Paoli, Pennsylvania

Dr. Jessie Royer Greaves, Principal and Chairman of the Board

This school, formerly at King of Prussia, was established and is conducted for retarded blind children. Here pupils are trained in school work, music, hand crafts and those home duties so essential to their future usefulness and happiness.

To meet the extra demands made by premature babies, a junior unit has been established on a large farm six miles from Coatesville. Here, with equipment and furnishings particularly adapted to them, little folks have an opportunity for physical and mental development.

Each unit is conducted as a normal family with its natural home life. Pupils are registered from ten States, and former pupils are living full and busy lives.

Paoli is on Lincoln Highway, Route 30, and the Main Line of the P.R.R. All through trains stop at Paoli, and the trip to New York may be made without change of cars.

THE SEEING EYE, INC.

Morristown, N. J.

Henry A. Colgate, *President & Chairman of the Board*

W. H. Ebeling, *Exec. Vice-President*

The Seeing Eye is a national philanthropic organization established for the rehabilitation of blind men and women through the use of dog guides. Its three-fold purpose is: Training dogs to guide the blind; teaching blind people how to use the dogs, and teaching sighted men to become instructors.

It was founded in 1929 by the late Mrs. Dorothy H. Eustis and was incorporated in 1932 under the welfare laws of the State of New Jersey. The Seeing Eye has no branches and does not duplicate the activities of existing agencies for the blind, but cooperates closely with them in the common purpose of improving the status of the blind. Eligibility of the applicant is based upon physical and mental fitness, character and need. No eligible blind person is denied the service because of lack of funds. Nearly 2000 blind men and women have each been served at least once by The Seeing Eye during its 23 years of existence. Classes of approximately one month's duration convene each month of the year, and the total annual attendance is between 180 and 200.

Since it is a membership organization it does not participate in benefits, raffles or similar events and permission is never granted by the organization to sell tickets or articles said "to help The Seeing Eye."

As a pioneer organization, The Seeing Eye recognizes its responsibility to set and maintain standards worthy of the confidence of the blind and the endorsement of the public. Both the quality of its work and the nature of its policies have that end in view.

PROGRAM

TWENTY-SIXTH CONVENTION

OPENING SESSION

Sunday, June 29, 1952

Brown Hotel, Louisville, Kentucky

8:00 P. M.

Chairman—Mark F. Ethridge

Member, Board of Trustees, American Printing House for the Blind, Louisville, Kentucky; Publisher, Courier-Journal and Louisville Times

INVOCATION

Frank Owen Taafel, Chaplain, Nichols General Hospital, Veterans Administration, Louisville, Kentucky.

ADDRESS OF WELCOME

Charles W. Allen, President, Board of Trustees, American Printing House for the Blind, Louisville, Kentucky.

ADDRESS OF WELCOME

S. Albert Phillips, Charman, Advisory Board, Kentucky; School for the Blind, Louisville, Kentucky.

RESPONSE

Robert H. Thompson, Chairman, Executive Committee, American Association of Instructors of the Blind; Member, Board of Directors, American Association of Workers for the Blind; Superintendent, Missouri School for the Blind, St. Louis, Missouri.

PRESIDENT'S ADDRESS

Roy Kumpe, President, American Association of Workers for the Blind, Managing Director, Arkansas Enterprise for the Blind, Little Rock, Arkansas.

PRESIDENT'S ADDRESS

Finis E. Davis, President, American Association of Instructors of the Blind, Superintendent, American Printing House for the Blind, Louisville, Kentucky.

INFORMAL RECEPTION

GENERAL SESSION

Monday, June 30, 1952

MORNING—9:15 to 12:00

Chairman—Alfred L. Severson

Executive Director, The Chicago Lighthouse for the Blind, Chicago, Illinois.

General Topic: What are the critical questions on which there is a division of opinion in the field, and what, if anything, can be done about them?

Organizations of the Blind and Organizations for the Blind—the Problems and the Reasons for Them

Jacobus tenBroek, Ph.D., Berkeley, California, Member—California State Social Welfare Board, President—National Federation of the Blind.

Importance of Social Adjustment Centers

H. A. Wood, Executive Secretary, North Carolina State Commission for the Blind, Raleigh, North Carolina.

The Question of Blind or Sighted Staff Members

Vaughn Terrell, Superintendent, Georgia Factory for the Blind, Bainbridge, Georgia.

Division of Opinion on Legislation for the Blind

Lloyd H. Greenwood, Executive Director, Blinded Veterans Association, Inc., Washington, D. C.

The Organizational Structure of Agencies Serving the Blind

M. Robert Barnett, Executive Director, American Foundation for the Blind, Inc., New York, New York.

GROUP MEETINGS

Monday, June 30, 1952

AFTERNOON—2:00 to 5:00

GROUP B

Rehabilitation specialists, placement agents and field officers for the blind

Chairman—John B. Raithel

Industrial Employment Counselor, Bureau for the Blind.

Missouri State Division of Welfare
Kansas City, Missouri

The Place the Schools Occupy in Rehabilitation

D. W. Overbeay, Superintendent, Iowa School for the Blind, Vinton, Iowa.

Preparing the Client for Employment

Mrs. Lucille Neely, Counselor, Bureau for the Blind, Missouri State Division of Welfare, Kansas City, Missouri.

Adjustment Centers and Their Contribution to the Employment Objective

William Dauterman, Chief Instructor, Kansas Rehabilitation Center for the Adult Blind, Topeka, Kansas.

Responsibility of Industrial Employment Counselor to Client and Employer

Vernon Hull, Industrial Employment Counselor, Virginia Commission for the Blind, Richmond, Virginia.

The Effects these Related Services Have on the Continuous Employment of the Blind

Speaker to be Announced

GROUP D

Lay and non-professional group

Chairman—Jake Jacobson

President, Virginia Association of Workers for the Blind

Portsmouth, Virginia

Advantages of Lay Membership in the A. A. W. B.

Hulen C. Walker, Legislative Analyst, American Foundation for the Blind, New York, New York.

GROUP H

Librarians for the blind, administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process

Chairman—Howard M. Liechty

Managing Editor, Matilda Ziegler Publishing Company

Monsey, New York

Topics for Discussion:

1. The need of mechanical equipment for printers.
2. Problems of paper, zinc and iron supply.
3. A study of the borrowers from libraries.
4. Cooperation among publishers of religious periodicals.
5. Standardization of all Braille publications to Grade II.
6. Should the standard size of the Braille cell be changed?
7. Braille manual.
8. Joint Uniform Braille Committee.

There will be formal presentation of papers on few if any of the above topics. Individuals will be assigned to present the subjects, after which it is hoped to provide freely for informal discussion and exchanges of ideas with enough parliamentary direction to keep discussion moving and to make the most profitable use of limited time.

Group H will be happy to welcome librarians of the A. A. I. B., and their active participation in the meeting is invited.

GROUP MEETINGS

Tuesday, July 1, 1952

MORNING—9:15 to 12:00

GROUP C

Home Teachers and social workers other than home teachers engaged in work with the blind.

Chairman—Howard H. Hanson

Counselor—Home Teacher, Service to the Blind

Pierre, South Dakota

The Usefulness of Gadgets to the Home Teacher

Charles G. Ritter, Consultant in Special Aids and Appliances, American Foundation for the Blind, New York, New York.

The Place of the Home Teacher in a Rehabilitation Program

Leonard Hoskins, Vocational Rehabilitation Supervisor, Services to the Blind, Division of Public Assistance, State Department of Public Welfare, Milwaukee, Wisconsin.

The Function of a Home Teacher in Modern Setting

Raymond Dickinson, Superintendent, Division for the Blind, State Department of Public Welfare, Chicago, Illinois.

Discussion

GROUP I

Business Enterprise Specialists for the Blind

Chairman—William H. Hathaway

Supervisor of Vending Stands, Delaware Commission for the Blind
Wilmington, Delaware

Factors to be Considered in Operating a Chain of Food Services Similar to some of our better Snack Bars:

1. Selection of Business Sites
2. Design and Installation of Equipment
3. Selection and Supervision of Personnel
4. Increasing Sales and Profits

Willard A. Offner, District Manager, White Castle System, Inc., Louisville, Kentucky.

The Effect of the Use of Vending Machines in the Vending Stand Program

Maurice I. Tynan, Chief, Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Successful Methods used by Blind Persons in Handling the so-called "Difficult Items" at Snack Bars. (This Topic will be Concerned with Both Totally Blind and Partially Sighted Operators.)

Douglas R. Strong, Manager, Industrial Cafeterias and Stands, Canadian National Institute for the Blind, Toronto, Ontario.

GROUP F

Executive heads of national agencies for the blind and professional staff members

Chairman—J. Milton Johnson

Director, Social Welfare and Recreation
Braille Institute of America, Inc.
Los Angeles, California

The Ideal Agency for the Blind: Nature of Its Service; Type of Personnel Required; Qualifications and Professional Skills Necessary

Miss M. Roberta Townsend, Director, Survey and Homework Department, National Industries for the Blind, New York, New York.

Methods of Developing Professional and Technical Skills for Administrative and Professional Personnel

Colonel E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronton, Ontario.

Developing skills in Business Management and Industrial Supervision

George A. Brown, Manager, California Industries for the Blind, Los Angeles, California.

GROUP MEETINGS

Tuesday, July 1, 1952

AFTERNOON—2:00 to 5:00

GROUP A

Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.

Chairman—Carl Olsen

Manager, Industrial Division, New York Association for the Blind
New York, New York

The Workshop in Relation to the Total Program of Service to the Blind
Allan W. Sherman, Director, Cleveland Society for the Blind, Cleveland, Ohio.

Workshops on the National Level—Yesterday, Today and Tomorrow
C. C. Kleber, General Manager, National Industries for the Blind, New York, New York.

GROUP E

Executive heads of any Commission or Association doing statewide work for the blind

Chairman—H. B. Aycock

Director, Division for the Blind and Sight Conservation
Department of Public Welfare
Baton Rouge, Louisiana

The Basic Principles Regarding the Establishment of Home Work
Miss M. Roberta Townsend, Director, Survey and Home Work Department, National Industries for the Blind, New York, New York.

Home Bound Employment Programs Today
George F. Meyer, Executive Director, New Jersey Commission for the Blind, Newark, New Jersey.

Methods and Techniques for Program Evaluation
Miss Virginia Cole, Director, Services for the Blind, Vermont Department of Public Welfare, Montpelier, Vermont.

Planning for Home Industries Research
Arthur L. Voorhees, Vocational Rehabilitation Specialist, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

MUSIC COMMITTEE

Chairman—Herbert C. Treneer

Chairman, Advisory Music Committee

Canadian National Institute for the Blind, Ontario, Canada

Service to Blind Musicians Through The Canadian National Institute for the Blind
Mrs. Edith Simpson, National Music Consultant, Canadian National Institute for the Blind, Toronto, Ontario.

The Education of Professional Musicians And Piano Tuners, in Schools for the Blind
Connie Anderson, Musician, Columbus, Ohio.

Is the Formation of a Music Section Within the Framework of the A. A. W. B. Feasible and Desirable?
Harry J. Ditzler, Director of Music, New Mexico School for the Blind, Alamogordo, New Mexico.

To What Extent May We Coordinate the Scattered Activities of Blind Musicians and Piano Tuners Throughout the United States and Canada and What Initial Steps Should be Taken to Accomplish this Objective
Stanley Wartenberg, Employers Supervisor, New York Association for the Blind, New York, New York.

GENERAL SESSION

Wednesday, July 2, 1952

MORNING—9:30 to 12:00

JOINT MEETING WITH AAIB ON CAMPUS OF KENTUCKY SCHOOL FOR THE BLIND

Co-Chairmen

Egbert N. Peeler, Superintendent
North Carolina School for the Blind and Deaf, Raleigh, North Carolina;
Secretary-Treasurer, American Association of Instructors of the Blind

and

Roy Kumpe, Managing Director
Arkansas Enterprises for the Blind, Little Rock, Arkansas;
President, American Association of Workers for the Blind

Educational Trends in Schools for the Blind

Dr. Neal Quimby, Superintendent, New Mexico School for the Blind, Alamogordo, New Mexico.

What Can a Graduate of a School for the Blind Reasonably Expect of a Placement Agency

Leonard Chard, Supervising Teacher of Music, Michigan School for the Blind, Lansing, Michigan.

Our Responsibilities for the Preschool Blind Child and How We Can Best Meet the Needs of the Preschool Blind Child

Miss Georgie Lee Abel, Consultant on Education, American Foundation for the Blind, New York, New York.

Liaison Between School for the Blind and Other Agencies

Col. E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Ontario.

Coordination of Pre-Vocational School Curriculum with Training and Placement Programs for Adults

Francis J. Cummings, Ph.D., Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware.

What Can a Placement Agent Reasonably Expect of a Graduate of a School for the Blind

Arthur L. Voorhees, Vocational Rehabilitation Specialist, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

AFTERNOON

1:15—OPEN HOUSE—for Members of the A.A.W.B. at the American Printing House for the Blind, (located next door to Kentucky School.)

3:00—SIGHTSEEING. Details will be announced.

GENERAL SESSION

Thursday, July 3, 1952

MORNING—9:15 to 11:30

Chairman—Captain M. C. Robinson

First Vice-President, A.A.W.B.

National Director, Western Division

Canadian National Institute for the Blind
Vancouver, British Columbia

General Topic: Should Agencies Endeavor to Assist Blind People to Become Generally Independent? If so, How and Why? If not, Why Not?

Have We Undersold or Oversold Ourselves and the Public on the Possibility of the Independence of Blind People

Miss Marie A. Busch, Supervising Home Teacher, Bureau for the Blind, Division of Public Welfare, Jefferson City, Missouri.

Agency Practices Which Further or Hinder Independence of Blind People

Milton A. Jahoda, Executive Secretary, Allen County League for the Blind, Inc., Fort Wayne, Indiana.

Independence from the Social Inferiority Attributed to Blindness

Miss Ethel Heeren, Supervisor of Training, The Chicago Lighthouse for the Blind, Chicago, Illinois.

Are There Any Basic Precepts Necessary for a Blind Person to Accept if He Is to be Independent?

Joseph F. Clunk, Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind, Philadelphia, Pennsylvania.

Can We Get Any Light on the Problem of the Independence of Blind People from the Experiences of Other Handicapped Groups?

James F. Garrett, Ph.D., Chief, Division of Program Services, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

What Can Be Done to Further the Independence of Blind People in the Demands of Daily Living?

J. M. Woolley, Superintendent, Arkansas School for the Blind, Little Rock, Arkansas.

GENERAL SESSION

AFTERNOON—2:00 to 5:00

Summaries of All Group Meetings

Chairman—Roy Kumpe

President, American Association of Workers for the Blind

Managing Director, Arkansas Enterprises for the Blind
Little Rock, Arkansas

Group A

Carl E. Olsen, Chairman, Manager, Industrial Division, New York Association for the Blind, New York, New York.

Group B

Robert R. Moore, Secretary, Industrial Employment Specialist, Iowa State Commission for the Blind, Des Moines, Iowa.

Group C

Howard H. Hanson, Chairman, Counselor-Home Teacher, Service to the Blind, Pierre, South Dakota.

Group D

Jake Jacobson, Chairman, President, Virginia Association of Workers for the Blind, Portsmouth, Virginia.

Group E

Mrs. Kathryn C. Barkhausen, Secretary, Director, Division of Services for the Blind, Denver, Colorado.

Group F

J. Milton Johnson, Chairman, Director, Social Welfare and Recreation, Braille Institute of America Los Angeles, California.

Group H

Howard M. Liechty, Chairman, Managing Editor, Matilda Ziegler Publishing Company, Monsey, New York.

Group I

William Hathaway, Chairman, Supervisor of Vending Stands, Delaware Commission for the Blind, Wilmington, Delaware.

Music Committee

Herbert C. Treneer, Chairman, Advisory Music Committee Chairman, Canadian National Institute for the Blind, Toronto, Ontario.

Evening—7:00

SHOTWELL MEMORIAL AWARD BANQUET AND PRESENTATION

Shotwell Memorial Award Banquet and Presentation

Toastmaster

L. L. Watts, Executive Secretary, Virginia Commission for the Blind, Richmond, Virginia.

Guest of Honor

Colonel E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Ontario; President, World Council for the Welfare of the Blind.

Presentation to be made by

Maurice I. Tynan, Chief, Services for the Blind, Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.

Presentation to be made by

J. Robert Atkinson, Chairman, Shotwell Memorial Awards Committee, Vice-President Managing Director, Braille Institute of America, Inc., Los Angeles, California.

Entertainment by

158th Armoured Center Band, Fort Knox, Kentucky.

GENERAL SESSION

Friday, July 4, 1952

BUSINESS MEETING

Report of American Foundation for the Blind

M. Robert Barnett, Executive Director.

Report of Board of Directors of A. A. W. B.

Alfred Allen, Secretary-General, Assistant Director, American Foundation for the Blind, New York, New York.

Report of Necrology Committee

Stanley Wartenberg, Chairman, Employment Supervisor, New York Association for the Blind, New York, New York.

Report of Auditing Committee

A. V. Weir, Chairman, General Manager, Canadian National Institute for the Blind, Toronto, Ontario.

Report of Legislative Committee

Francis J. Cummings, Ph.D., Chairman, Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware.

Report of Board of Certification of Home Teachers

Murray B. Allen, Chairman, Salt Lake City, Utah.

Report of Resolutions Committee

Edward J. Waterhouse, Chairman, Director, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

Report of Committee on Principles and Standards

Lloyd H. Greenwood, Member, Executive Director, Blinded Veterans Association, Washington, D. C.

Report of Joint Braille Committee

R. W. Beath, Chairman for A. A. W. B. Members, Chief Librarian, Canadian National Institute for the Blind, Toronto, Ontario.

New Business—Invitations for 1953 Convention

Adjournment

HV1788 c. 3
A
American Association of Workers
for the Blind, 1952.

Date Due

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A

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American Association of Workers
TITLE
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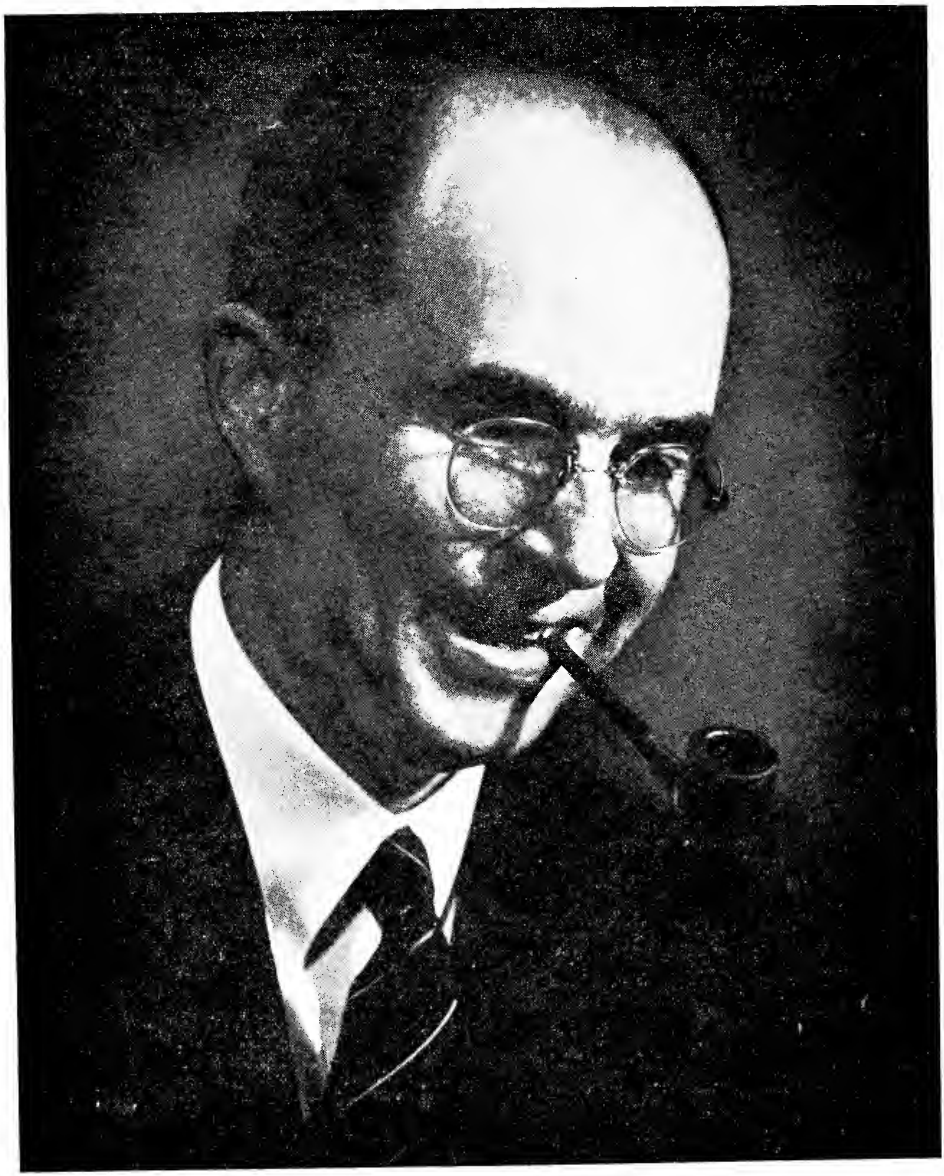

CAPTAIN M. C. ROBINSON, M.B.E.

President of A.A.W.B., 1953-1955

(National Director for Western Canada, Canadian National Institute for the Blind, Vancouver, British Columbia.)

PROCEEDINGS

OF THE

TWENTY-SEVENTH CONVENTION

OF THE

American Association of Workers for the Blind

Hotel Statler

Washington, D. C.

July 12-17, 1953

Price $4.00

HV1788
A

PRINTED IN U.S.A.

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1951-1953

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* Visually Handicapped.

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TABLE OF CONTENTS

PAGE

OFFICERS AND COMMITTEES, 1951-1953 v

LIST OF SPEAKERS xiii

TWENTY-SEVENTH CONVENTION—OPENING SESSION 1

Remarks of Honorable Renah F. Camalier 1
Response—*Captain M. C. Robinson, M.B.E. 2
President's Address—*Roy Kumpe 3

PAPERS PRESENTED AT GENERAL SESSION

Neurological Research and Blindness 6
Leonard A. Scheele, M.D.

Blindness and Research in Medicine with Especial Reference to Eye Problems 10
Conrad Berens, M.D.

Progress in Prevention of Blindness 17
Franklin M. Foote, M.D. Dr.P.H.

Some Psychiatric Problems in Rehabilitation Work with the Blind 21
Louis Cholden, M.D.

Horizons Unlimited in Work for the Blind

* Colonel E. A. Baker, M.C., O.B.E. 27

* Eric T. Boulter 28

* Kathern F. Gruber 30

Trends in the Education of Blind Children in the Free World 33
Neal F. Quimby, D.Ed.

Expanding Horizons in Governmental Work for the Blind 39
Nelson A. Rockefeller

Eye Research in Relation to Organizations for the Blind 41
Conrad Berens, M.D. and Philip S. Platt, Ph.D.

A Boarding Home Program for the Blind and Visually Handicapped 43
Mrs. Sylvia F. Nachmani

The Activities of the National Committee for Recording for the Blind, Inc. 46
Mrs. Ranald H. MacDonald, Jr.

Unusual Occupations Among the Blind 49
* Irvin P. Schloss

How Can We Meet the Needs of Blind Preschool Children and Their Parents? 52
Berthold Lowenfeld, Ph.D.

Orientation and Travel Programs at Residential Schools 55
Paul J. Langan

Building a Complete Variety of Adequate Services for Blind Persons in One City 57
* Joseph F. Clunk

Report of the American Foundation for the Blind 62
* M. Robert Barnett

* Visually Handicapped.

GROUP SUMMARIES

		PAGE
Group A	Carl E. Olsen	63
Group B	* Robert R. Moore	64
Group C	* Mrs. Juliet K. Bindt	65
Group D	* Jake Jacobson	66
Group E	* Mrs. Kathryn Barkhausen	66
Group F	Elizabeth L. Hutchinson	68
Group G	Egbert N. Peeler	69
Group H	Nelson Coon	70
Group I	* Gordon L. Joyner	71
Music Committee	* Herbert C. Treneer	73

PAPERS PRESENTED AT GROUP MEETINGS

The Project Method of Agriculture v. the Diversified Agriculture Plan 75
George H. Stewart (read for)

Assistance Available to Blind Farmers Through the Services of the County Agricultural Agent 77
Joseph Beard

Helping People Help Themselves 79
T. P. Shreve

Better Poultry Management and Its Relation to Profit 81
W. C. Roberson

Should a home Teacher Be a 'Jack of All Trades' in Work for the Blind? 87
* Joseph F. Clunk

Guiding Principles for Recreation for Blind Adults 89
* Charles Buell, Ed.D.

How Can Professional and Lay Persons Assist in Recapturing the Humanitarian Spirit in Work for the Blind? 94
* Raymond M. Dickinson

Meeting the Needs of the Preschool Blind Child and His Parents—a Nationwide Obligation Today 100
Pauline Moor

Criteria and Standards in Services for the Blind 106
M. Roberta Townsend

Plan for the Preparation and Publication of a Manual of Useful Criteria and Standards for the Guidance of Agencies Serving the Blind 109
* Colonel E. A. Baker, M.C., O.B.E.

Office of Education Study—Qualifications and Preparation of Teachers of Exceptional Children 111
Romaine P. Mackie, Ph.D.

What Industry Expects of a Blind Concessionaire 113
Gibson L. Smith

* Visually Handicapped.

PAGE

How General Services Administration Will Cooperate to Expand the Vending Stand Program for the Blind 114
Charles A. Peters

Statutory Suggestions for Strengthening Public Law 732 118
* Hulen C. Walker

Teaching Music in an English Public School 119
*Anne Burrows

Teaching Music to Pupils in Detroit Braille Classes 122
Marie E. Sprengel (read for)

A Survey of the Education of Blind Tuners in Schools for the Blind 126
* Connie Anderson (read for)

A Report on the Establishment of the Louis Braille Music Institute of America Inc. 132
* Herbert C. Treneer

BANQUET AND PRESENTATION OF SHOTWELL MEMORIAL AWARD

Minutes of Annual Banquet 133
Presentation Speeches

William S. Ratchford 133
Robert LeFevre 137

Acceptance Speech 139
* L. L. Watts

CODE OF ETHICS

Report on Study Committee on Principles and Standards of Public Relations and Fund Raising for Agencies for the Blind 142
* M. Robert Barnett

Code of Ethics—as Adopted 146

COMMITTEE REPORTS

Report of Nominating Committee and Election of Officers & Ethics Committee 148
Alfred Allen

Report of Board of Directors 149
Alfred Allen

Report of Necrology Committee 151
Marian Held

Report of Auditing Committee 155
Arthur V. Weir

Report of Legislative Committee 156
* Francis J. Cummings, Ph.D.

Report of Board of Certification of Home Teachers of the Blind 159
* Murray B. Allen (read for)

* Visually Handicapped.

PAGE

Report of Resolutions Committee 160
Robert H. Thompson

Report of Braille Committee 163
* R. W. Beath

Report of Committee on Rehabilitation Centers for the Blind 164
William M. Cannon

BUSINESS SESSIONS

Reports (see above) 166

Constitutional Amendments 166

Invitations for Future Conventions (1954, 1955, 1956) 168

Installation of Officers 168

Adjournment 169

MISCELLANEOUS

Remarks of Honorable Richard M. Nixon 170

Remarks of Henry H. Kessler, M.D. 171

Remarks of U.S. Senator Charles W. Tobey (In U.S. Senate) 172

Special Functions During convention 174

Introduction of Special Guests and Messages of Greeting 174

Registration Statistics 175

Special Recording of Highlights of Convention 176

Table showing Convention Cities, Presidents and Secretaries of AAWB—1905-1953 177

CONSTITUTION AND BY-LAWS

Constitution and By-Laws—as amended, 1953 179

MEMBERSHIP ROSTER AND STATISTICS

Membership Roster, 1953 183

Membership Statistics, 1953 207

PROGRAM OF TWENTY-SEVENTH CONVENTION

Program of Twenty-seventh Convention 231

OFFICERS AND COMMITTEES, 1953-1955

Officers and Committees, 1953-1955 240

* Visually Handicapped.

LIST OF SPEAKERS

Allen, Alfred 148, 149
* Allen, Murray B. 159
* Anderson, Connie 126
* Baker, Colonel E. A. 27, 109
Barkhausen, Mrs. Kathryn C. 66
* Barnett, M. Robert 62, 142
Beard, Joseph 77
* Beath, R. W. 163
Berens, Conrad, M.D. 10, 41
* Bindt, Mrs. Juliet K. 65
* Boulter, Eric T. 28
* Buell, Charles, Ed.D. 89
* Burrows, Anne 119
Camalier, Hon. Renah F. 1
Cannon, William N. 164
Cholden, Louis, M.D. 21
* Clunk, Joseph F. 57, 87
Coon, Nelson 70
* Cummings, Francis J., Ph.D. 156
* Dickinson, Raymond M. 94
Foote, Franklin M., M.D., Dr.P.H. 17
Gruber, Kathern F. 30
Held, Marian 151
Hutchinson, Elizabeth L. 68
* Jacobson, Jake 66
* Joyner, Gordon L. 71
Kessler, Henry H., M.D. 171
* Kumpe, Roy 3
Langan, Paul J. 55
LeFevre, Robert 137
Lowenfeld, Berthold, Ph.D. 52
MacDonald, Mrs. Ranald H., Jr. 46
Mackie, Romaine P., Ph.D. 111
Moor, Pauline 100
* Moore, Robert R. 64
Nachmani, Mrs. Sylvia F. 43
Nixon, Hon. Richard M. 170
Olsen, Carl E. 63
Peeler, Egbert N. 69
Peters, Charles A. 114
Platt, Philip S., Ph.D. 41
Quimby, Neal F., D.Ed. 33
Ratchford, William S. 133
Roberson, W. C. 81
* Robinson, Captain M. C. 2
Rockefeller, Nelson A. 39
Scheele, Leonard A., M.D. 6
* Schloss, Irvin P. 49
Shreve, T. P. 79
Smith, Gibson L. 113
Sprengel, Marie E. 122
Stewart, George H. 75
Thompson, Robert H. 160
Tobey, U.S. Senator Charles W. 172
Townsend, M. Roberta 106
* Treneer, Herbert C. 73, 132
* Walker, Hulen C. 118
* Watts, L. L. 139
Weir, Arthur V. 155

* Visually Handicapped.

DIRECTORY OF NATIONAL AGENCIES FOR THE BLIND

PAGE

American Association of Workers for the Blind 208
American Association of Instructors of the Blind 209
American Bible Society 210
American Foundation for Overseas Blind 211
American Foundation for the Blind 212
American Printing House for the Blind 213
Braille Institute of America Inc. 214
Canadian National Institute for the Blind 216
Christian Record Benevolent Association 217
Clovernook Home for the Blind 218
Guide Dog Foundation for the Blind, Inc. 218
Hadley Correspondence School for the Blind 219
Howe Press of Perkins Institution 220
Jewish Braille Institute of America, Inc. 221
John Milton Society for the Blind 222
Leader Dog League for the Blind 223
Louis Braille Music Institute of America, Inc. 224
Matilda Ziegler Magazine for the Blind 225
National Braille Press, Inc. 226
National Committee for Recording for the Blind, Inc. 227
National Council Protestant Episcopal Church 228
National Industries for the Blind 228
National Society for the Prevention of Blindness, Inc. 215
The Seeing Eye 229
Royer-Greaves School for the Blind 230
Xavier Society for the Blind 230

SUMMARY OF CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

OPENING SESSION

Sunday July 12th, 1953—9 P. M.

The Convention was called to order by Mr. Verner W. Clapp, Chief Assistant Librarian, Library of Congress, and the assembly joined in singing the first verse of the National Anthem led by Mr. Vernon Creamer and with Mr. Melvin Creamer at the piano, and remained standing during an invocation offered by the Reverend Robert E. Lee, Pastor of St. Luke's Evangelical Lutheran Church of Silver Spring, Maryland. Then followed an address of welcome by the Honorable Renah F. Camalier, Commissioner of the District of Columbia, with a response by Captain M. C. Robinson, of Vancouver, B.C., First Vice-President of the AAWB, and then an address by President Roy Kumpe. Nearly 800 people were at this opening session, whose adjournment was followed by an informal reception arranged by the Host Committee.—A.A.

REMARKS OF HONORABLE RENAH F. CAMALIER

Commissioner, District of Columbia Washington, D. C.

The world would be a dreary place—but for those who labor in the interests of others. Is there any wonder that I am proud to stand here this evening to welcome to the Capital City of our country the members of the American Association of Workers for the Blind?

The very name of "workers"—regardless of their objective—is thrilling—and when you couple it with the thought that these men and women are laboring for the advancement and betterment of their fellows—upon whom the hand of affliction has been laid—one seems to feel and sense the touch of the Master—that he is standing in the presence of those who have been touched by the hand of that Master.

We are not perfect but we have traveled from nothing to our present development and we are still traveling—traveling with that greater objective in view that some day those things which hamper the human race will have been conquered—and all men will stand forth in the glory of the life which the Almighty desires we enjoy.

The human race punishes itself to a point beyond comprehension—a statement I hesitate to make—but in so doing it has brought forth in the hearts and minds of men and women those attributes which cause them to stop and literally play the part of the Good Samaritan on the highways and byways of this life.

The man on the road to Jericho did not

cry for pity—he did not complain that unscrupulous individuals had preyed upon him and left him to die—he called for help—and when the Priest and the Levite passed him by, it was the Good Samaritan who came to his assistance—to help him that he might aid himself.

What better classification could one find himself in than in the role of the Good Samaritan, and it is an honor and a privilege to stand before you and say that the Workers for the Blind, in my opinion, are Good Samaritans.

This city of Washington is your city—you have come to it to hold your convention and we want you to enjoy it. We want you to see and to experience all the great advantages that a mighty Government can give to a mighty people.

We want you to go from here filled with the spirit of freedom—freedom with thrills and with goodwill—ever remembering that here is the melting pot of the world—that melting pot which safeguards our nation from those who would destroy those liberties and those rights which are yours and mine. Our spirit is unconquerable, and with that spirit America will remain at the helm of those nations whose future is guaranteed a place among the immortals. Why—you ask? Because with that spirit we stand ready to aid those who would be a part of the life of this nation. We are truly a nation, a city, a people—of faith, of hope and of promise to a world of wondering peoples everywhere.

I have welcomed many groups—I have been sincere in my welcome to each of them. Today I want to repeat that word of sincere welcome to you men and women—here not only to learn how to do things better in your own workshop—but with God's help—who are here to learn how to do those things better, better for those who need, in turn, to be helped.

I pay my compliments to the Good Samaritans.

RESPONSE TO ADDRESS OF WELCOME

* CAPTAIN M. C. ROBINSON, M.B.E.

National Director for Western Canada, Canadian National Institute for Blind
Vancouver, British Columbia and First Vice-President, A.A.W.B.

Mr. Chairman, Ladies and Gentlemen: Seldom, if ever, have I been called upon to carry out a more pleasant task than to respond to the address of welcome on this outstanding occasion. This beautiful city is unique among the capitals of the western world, having been originally designed and built for the express purpose of serving as a capital city. The name Washington is in itself an inspiration, not only to the people of the United States and the North American continent, but to the free peoples of the world. It is to Washington today that the eyes of the free world are turned in hope of world peace and international security. The Four-point programme which emanated from Washington, and which gives financial aid and technical advice to underdeveloped countries to raise standards of living and diminish famine is pointing the way to this solution. It is in Washington the four freedoms were proclaimed in 1941. These freedoms—Freedom of speech and expression; freedom of worship; freedom from want; freedom from fear—inspired the people of this great country and the allies to fight through to ultimate victory.

Culturally, Washington has played her part in the world. Among other institutions it is the home of the Smithsonian Institute whose influence in the world of art and science cannot be estimated. Washington is also the home of the Library of Congress, one of the great libraries of the world. In thinking of this great library, we as members of this Association have good reason to pay tribute to those responsible for the establishment and administration of the Braille and Talking Book branch.

One could continue indefinitely giving instances of Washington's influence on national and international affairs. I have merely referred to one or two in order to indicate that we of the American Association of Workers for the Blind are indeed conscious of the great influence for world good which has

* Visually Handicapped.

emanated from this city, and to indicate to the Hon. Renah F. Camalier, who has spoken so graciously and with such warmth of welcome, that we of this Association intend this convention to live up to the great traditions of this magnificent city, and that we in convention here will be even more inspired than in the past to lay plans for the amelioration of the condition of the blind and the prevention of blindness in this and other countries.

It is my pleasure to express to you, Mr. Commissioner, and through you to the District of Columbia, our very grateful thanks for your presence here to-night, and for the very kind words of welcome you have extended.

In closing may I take this opportunity of suggesting to my fellow workers—

"There is a destiny that makes us brothers,
None goes his way alone.
All that we send into the lives of others
Comes back into our own."

AAWB PRESIDENT'S ADDRESS

* ROY KUMPE

Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas.

Mr. Chairman, fellow members and guests of the AAWB, this evening marks an important event in the history of our organization. We have certainly been graciously and heartily welcomed by our host members. For many of us it may be our first opportunity to visit our Nation's Capital; for others we always appreciate an opportunity for a return visit. As President, may I express our profound thanks to the local committee on arrangements and all the agencies represented thereon for the fine job that they have done. I happen to know personally that it has taken many hours of planning and work on the part of the fine team who prepared for this convention.

While this is a great event in the history of our organization, it will be longer remembered by me as the end of two years of a rich and pleasant experience as your President. I know we will have many more and I hope bigger and more successful conferences. It certainly will be the last time that I will open a convention as President. Therefore, I hope you will indulge me for a few moments while I give you a brief report of the progress of our organization during this administration.

When you elected me President in 1951 in Daytona Beach we had 724 members. Before this convention is concluded I am sure that we will reach our goal of 1,000. Naturally, the growth of an organization cannot be measured in terms of membership alone. I believe that we have grown in prestige and professional stature. For example, during my term we have been recognized by many other professional organizations. I have represented you on the President's Committee of National Employ the Physically Handicapped, appeared on the program of the National Rehabilitation Association annual conference, attended two annual meetings of the Trustees of the American Foundation for the Blind, attended a two day conference on the rehabilitation of the physically handicapped sponsored by NRA in Atlantic City, as well as numerous other appearances before groups of the blind and regional NRA meetings. In fact, during the two years I have traveled approximately 25,000 miles, or equal to a trip around the globe.

Due to this growth in membership and recognition of our organization, it is certainly not a one man administration. While it has been an enjoyable and rich personal experience, the accomplishments of this administration would not have been possible without the support and cooperation of the Board and Committees. For the growth of the membership, I want to pay special respect to Mr. Hulen Walker, Chairman, and his Committee. For the fine program you will enjoy at this convention all credit goes to Mr. Alfred Severson, Managing Director of the Chicago Lighthouse, and his able Committee. The Legislative Committee, under the chairmanship of Dr. Francis Cummings, Executive Secretary of the Delaware Commission

* Visually Handicapped.

for the Blind, has also been very active. You will be interested in this report which you will receive later in the convention. Neither will I attempt to report at this time for the Board of Directors, except to say that the Board has met semi-annually and Mr. Allen, Secretary-General, will make that report later in the proceedings. I would also like to mention two special committees that have been appointed during this administration, whose report you will take some action on during this convention, namely: the Committee on Standards and Ethics under the Chairmanship of Mr. M. Robert Barnett, Executive Director of the American Foundation for the Blind, and the Constitution Committee, under the chairmanship of Mr. M. I. Tynan, Chief of Services for the Blind, OVR.

The Committee on Standards and Ethics was the result of a resolution adopted at the Daytona Beach Conference. A lot of work was done by this Committee and a report made at the Louisville Conference. After a great deal of discussion of the report, it was referred back to the membership for further study and action at this convention. It seems to me that the very fact that there is a need for this type of committee indicates a maturing process of our organization. It seems to be a manifestation of a desire of professional workers to accept responsibility to the public and the blind to see not only that we are better equipped as individuals professionally, but that agencies do an even better job for the blind and the supporting public.

The same is true for the need of a Constitution Committee. It indicates that we have a dynamic organization and that there is always a need for amending the constitution as we grow and expand.

Incidentally, I think that our finances have improved too along with our growth in membership, but this is a report for our Treasurer, Mr. Lemont Hackett, Maryland Workshop for the Blind.

Now while I close my administration with a little self-satisfaction and pride in the progress our organization has made, I am certainly not unmindful that there is yet a great deal to be accomplished. There is certainly plenty for my successor to do, whomever you may choose. For example, we have not even begun to enroll, as members of this organization, all the workers for the blind in this country. In 1949 in Boston, while I was Chairman of the Membership Committee and Dr. Francis Cummings was President, we adopted a goal of 1,000 members on the basis that there were approximately 3,000 workers for the blind. Recently, Mr. Hulen Walker, Chairman of the Membership Committee and Legislative Analyst of the American Foundation for the Blind, made a survey of all of the agencies to determine just what our potential membership is. I think you will be interested in the results of this survey. Out of 391 questionnaires sent out to this many agencies, 279 reported. We asked them to report their employees on the basis of blind and sighted, administrative, clerical and professional. We found that there were 1,078 blind workers and 4,420 sighted workers, or a total of 5,498 full time workers plus 55 part-time workers making a total of 5,553. I remind you, this does not include board members, volunteer groups and lay blind workers who would be interested in joining and supporting this organization. So you see, we have hardly scratched the surface, but in order to reach these people, each of you will have to accept a challenge to take the message to your fellow co-workers.

I realize that some people don't think that thing of membership is so important, but I think it is the backbone of everything that the organization stands for. For example, we can strengthen the hand of our Legislative Committee greatly by an enlarged membership. We can also accomplish our other goals of raising the standard of work for the blind and give status as a profession to those in the field of work for the blind and related professions.

Certainly the accomplishments of our Association have been many and great, if it did nothing more than being the inspiration or instrument by which the American Foundation for the Blind was established and the contribution that is made through the certification of Home Teachers. For a long time many of us have felt that, if we had the support of all of the workers for the blind and their friends, this organization could establish an office here in Washington with an Executive Director just as other profes-

sional groups have done and thus in cooperation with the Foundation, National Federation for the Blind, National Rehabilitation Association and other groups, we could take our part on the team to more vigorously promote legislation which we have long advocated. This, along with many other goals, I leave to the incoming administration whom you will choose during this convention. In closing I want to welcome again all of the new members into our association. I know that you will be professionally stimulated by the papers and speeches presented at the general meetings, as well as the section meetings. However, you will probably learn a great deal more from the acquaintances you make and the exchange of ideas in small groups that will be made at the wee hours of the morning in some of the hotel rooms. Have a good time, see the sights, and go home to resolve to do a better job for the blind of our Nation.

PAPERS PRESENTED AT GENERAL SESSIONS

NEUROLOGICAL RESEARCH AND BLINDNESS

LEONARD A. SCHEELE, M. D.

Surgeon General, Public Health Service, U. S. Dept. of Health, Education, and Welfare, Washington, D. C.

I am very happy to meet with the Association of Workers for the Blind, especially as participant in a panel on the "Medical Aspects of Blindness" under Miss Switzer's chairmanship.

It occurs to me that you have chosen a challenging topic; for until recent years, there has been too little attention to the medical aspects of blindness. This statement may startle you. But in my opinion it is true. We have, of course, had brilliant advances in eye surgery and treatment, and in ophthalmology generally. Also, one of the brightest passages in the history of medicine and public health has been our great progress in the prevention of certain diseases and accidents that cause blindness. Once blindness occurred, however; once the patient could no longer benefit from the available limited medical measures, blindness itself too often tended in the past to be abandoned as a medical problem.

At this point, the teachers, the social workers, the leaders in welfare, blind persons themselves, and more recently the psychologists, picked up the ball. Their undaunted efforts to solve the educational, social, economic, and rehabilitation problems of blindness have won not only striking successes, but also the gratitude of millions of blind people and their families over the years. America's many agencies for the blind, such as this association, sprang from the courage and devotion of the first leaders who would not admit that these problems were insoluble.

A decade or two ago, the medical scientists had good reason to be discouraged about the future of research in the field of neurological diseases and blindness. The nervous system, with its sensory endings, is at once the most complex system of the body and the most inaccessible to study. The reason is simple. The brain and spinal cord are encased in bony boxes which make surgical penetration a serious risk to the health, or even the life, of the patient. In spite of this relative inaccessibility, the nervous system is particularly vulnerable to disease and injury. Another factor adds to the scientist's problems. Central nervous tissue—the optic nerve, for example—when once definitely damaged has been assumed never to repair spontaneously, as do other tissues of the body, such as the skin or even the liver.

Moreover, we need to remember that for many years, medical research tended to concentrate on the study of particular disease entities. Only recently have research scientists begun to concentrate on finding the com-

mon bases of groups of diseases which were formerly considered entirely distinctive. A striking example of this new direction in medical research is the fact that the discovery of cortisone and ACTH has pointed to possible common factors in such apparent dissimilar diseases as rheumatoid arthritis, diabetes, and certain eye disorders.

Diseases of the nervous system and diseases of the eye have many common factors. As Dr. Derrick T. Vail, chairman of the department of ophthalmology, Northwestern University Medical School, recently told a Congressional committee: "The eye is but an outgrowth of the brain, and when one sees the optic nerve and retina, one is looking at brain tissue. In addition, five of the twelve cranial nerves, so vital to human activity, have to do with our function of seeing". And Dr. Vail went on to express his opinion that the linking of research on diseases of the nervous system with research on diseases of the eye, in the Public Health Service's National Institute of Neurological Diseases and Blindness, has been an exceedingly wise act.

Actually, many neurological diseases are the causes of total or partial blindness in a large number of cases. In more than half of the patients with multiple sclerosis, for example, one or both eyes are seriously affected. Neurosyphilis, brain tumor, meningitis, and other neurological disorders often involve the vision.

There are, of course, many blinding diseases that begin only within the eye itself. Cataract, glaucoma, uveitis, and many others are well known to all of us. We know too that despite the great advances in diagnosis and treatment of these blinding conditions, the physician's weapons are still far from perfect and the causes of these conditions are still in the realm of the unknown.

These are the reasons for the opinion of research scientists and physicians that fundamental studies in neurology and ophthalmology are essential for further medical advances in dealing with the major causes of blindness.

Dr. Pearce Bailey, Director of our National Institute of Neurological Diseases and Blindness, himself a well-known neurologist, recently said that neurology, a mere 15 years ago, was "not much more than a scientific cogitation on death". With the discovery of antibiotics and other new drugs, medicine obtained the weapons to deal swiftly, easily, and successfully with many of the infectious diseases affecting the nervous system. Neurosyphilis, for example, often involving blindness, came under positive control, and is being rapidly eliminated. The antibiotics also aided the brain surgeons and eye surgeons in carrying forward the dramatic advances they had already made.

These achievements in the control of infectious diseases and in surgery, still leave us with large areas of the unknown in neurological diseases and blindness. Fortunately, in recent years, scientists in neurology and ophthalmology have developed experimental approaches that will ultimately give medicine the basic understanding of many blinding disorders. Research in these fields is gaining momentum on a wide front. In general, there are three basic objectives: first to discover precision instruments that will make the nervous system and the eye more accessible to study; second, to develop experimental methods for research on the basic nature of the structure, development, chemistry, and physics of the nervous system and the eye; and third, to study more remote parts of the body to see if derangement in them leads to, or contributes to, some of the eye disorders.

During the past decade, many ingenious precision instruments have been devised to facilitate the study of the brain, the spinal cord, and the eye. These developments have been accompanied by discoveries in the basic biological sciences which now can be applied to research on the nervous system and the eye. Several promising clues have emerged in fields immediately related to blindness, and studies, following-up these clues, are to be found in research projects supported directly or indirectly by the Public Health Service. Let me tell you about one or two of these.

One investigator, for example, has developed an electronic precision instrument—the electrotonometer—which measures continuously the facility and rate of flow of aqueous humours in the eye. The electrotonometer has proved to be a valuable tool for the diagnosis and prognosis of various types of glaucoma, one of the more common causes of blindness. It is also a valuable

research tool. This investigator is working currently on a study of glaucoma, using the electrotonometer. Recently, he has presented evidence that the iris may be responsible in some instances for the formation of excess fluid in the eyeball. As you know, it is this condition that characterizes glaucoma, with its sight-destroying pressure on the optic nerve and the retina.

Up until a year or two ago, medical science believed that tissues of the central nervous system, once severely damaged, would never spontaneously regenerate. Recent research, however, shows that this principle no longer holds—at least as far as experimental animals are concerned. About a year ago, one scientist demonstrated that by the use of a certain bacterial agent, cut nerve fibers in the spinal cord of animals can be regenerated and the structural continuity of the fibers re-established. He did not attain recovery of function, for although the cut nerve fibers regenerated and joined each other, the animals remained paralyzed. This year, another investigator has reported evidence of functional restitution in animals with severed spinal cords.

Taking another approach, a third investigator has succeeded in getting action potentials from nerve cells grown in a test tube. This indicates that it may be possible to grow living nerve cells outside the body. As we all know, to get anywhere in research, it is necessary to be able to grow the object for experimental study and then test the effects of various stimuli on the object.

These studies on the regeneration of nerve fibers and the growth of nerve cells responsible to stimuli are only two of the promising clues now discernible in fundamental research on the nervous system and the eye. There are many more. Though the findings to date are not conclusive, they are so significant—I may say, so exciting—that we are all eager for expanded neurological research.

These and other fundamental studies will ultimately lead to practical results. In the meantime, there is a vast amount of intensive study to be done on particular diseases that cause blindness. One of these is causing particular concern—retrolental fibroplasia, a type of early blindness in premature infants. This new disease, first recognized about ten years ago, now is the most common cause of blindness in infants. As medicine has learned to save more and more premature infants, we can assume that increasing numbers of these children will be blinded—until the causes and means of prevention of retrolental fibroplasia are discovered.

The Public Health Service has supported some work in this field and this year we hope to expand our assistance of carefully planned studies in many institutions of causative factors in retrolental fibroplasia.

Much additional research is needed on the blinding diseases I have mentioned, as well as on many others, such as cataract, corneal opacity, uveitis, and strabismus. So far, I have tried to give you a birds-eye view of the medical research field in which our Institute of Neurological Diseases and Blindness functions. The largest part of our program is devoted to research grants to universities and other non-Federal institutions. I have mentioned a few of the projects we have supported or hope to support. During the fiscal year 1953—just ended—our total budget for neurological diseases and blindness was about $2,000,000. For the coming year, we are greatly encouraged by the prospect of having at least twice that amount for research and training in these fields.

The Institute of Neurological Diseases and Blindness also will be able to make a small start on its research program in our fine, new Clinical Center at the National Institutes of Health. In the Center, the Public Health Service now has the latest precision tools, and a highly skilled research staff to investigate the major killing, crippling, and blinding diseases of mankind. Basic laboratory research and the study of patients can be carried on side by side. There should be no delay between laboratory discoveries and their application to clinical problems.

In studying eye diseases, the Institute of Neurological Diseases and Blindness will also serve as the neurology and ophthalmology unit of the entire Clinical Center. In this way, scientists in other institutes will have access to the staff and the research projects concerned with diseases of the nervous system and the eye. Likewise, our neurologists and ophthalmologists will benefit from the findings of investigators in the fields of cancer, microbiology, metabolic diseases, heart, and other diseases. As I said earlier, an impor-

tant research approach to the medical aspects of blindness is the study of remote parts of the body to determine whether derangement in them leads to or contributes to eye disorders.

We in the Public Health Service have been very much encouraged by the growing interest of research institutions and individual scientists in neurology and ophthalmology. Applications for research grants in these fields have always greatly exceeded in number our capacity—in dollars—to carry out the recommendations of our National Advisory Council for support of worthwhile projects.

There is also an urgent need for better facilities in the post-graduate training of clinical teachers in neurology and ophthalmology. Research and training are merely different points on the same assembly line. Both points must be continuously active if the kind of research program we envision is to endure. Unless the scientist can rely on a pool of young investigators in training, his program will not survive for long. If there is not a continuing supply of clinical research workers, important laboratory discoveries may lie buried for years before they are tested in the clinic.

With minor exceptions, the facilities in our medical schools for postgraduate training in neurology and sensory disorders are inadequate. Only about one third of the schools have complete neurological units. Many States do not have a single qualified neurologist. At present, the Public Health Service is helping to ease this situation slightly by training grants for six schools. More than 50 additional institutions have requested similar assistance, but we have been unable to assist them in the past. In 1953, we also provided 36 post-doctorate and special research fellowships. Clinical traineeships were also made available for 20 persons who will develop into competent teachers of the clinical and rehabilitation aspects of neurological diseases and blindness.

We expect to increase our support in each of the fields I have mentioned—research grants, training grants to institutions, research fellowships, and clinical traineeships, including rehabilitation traineeships. We—and I am sure all workers in these closely related fields—are grateful that the National Institute of Neurological Diseases and Blindness has been permitted to go forward in its constructive activities. As you know, the Institute was established by Congress just about three years ago—August, 1950. It acquired its first Congressional appropriation of about a million and a quarter dollars for the fiscal year 1952. With a slight increase in 1953 and the substantial expansion recommended for 1954 by both the United States Senate and House of Representatives, we will not have an opportunity to launch the first full-scale, coordinated research program in these important fields of neurological diseases and blindness. We believe that this Institute, both in the work it does in the Clinical Center and in the work it supports in outside institutions, will augment the Nation's total effort to understand and deal with the medical aspects of blindness.

The neurology and blindness program of research and training has already shown great potentiality in a very short period of time. The Public Health Service intends to capitalize fully on the increased funds which will be appropriated for the current year, and to press the attack on these crippling neurological and blinding conditions which affect upwards of 20 million Americans and their families. As in the past, we shall work hand in hand with the many private and public organizations with whom we have been partners and who, I am sure, join with us in speeding the day when medical science can offer the potential victims of blindness powerful aids both in the preservation and restoration of this most precious of the senses—vision.

BLINDNESS AND RESEARCH IN MEDICINE WITH ESPECIAL REFERENCE TO EYE PROBLEMS

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The most striking recent advancements in the problems related to eye diseases have resulted from extensive experimental and clinical research in ophthalmology and other fields of medicine and surgery. It is the purpose of this paper to call attention to some of the recent studies which have a bearing on the prevention of blindness and to point out the need for adequate funds for research in ophthalmology and other medical sciences which aid in preventing blindness. The keynote to scientific progress today lies often in the cooperation of all branches of medicine and all fields of research. The biochemist, the virologist, the bacteriologist, the pharmacologist, the physicist and many others have had their share in preventing loss of vision and blindness. Associations devoted to helping the blind and preventing blindness have made innumerable contributions in the conservation of vision.

An outstanding example and accomplishment, as a preliminary step in preventing blindness, was the international acceptance of a classification of the causes of blindness which developed from the work of the Committee on Statistics of Blindness sponsored by the American Foundation for the Blind and the National Society for the Prevention of Blindness. It is impossible to overestimate the importance of the influence of exact knowledge of the causes and incidence of blindness on the direction of the course of research in ophthalmology and the institution of prevention of blindness programs and in indicating trends in the incidence of blindness. It is important that all nations use and suggest improvements in the classification. Much of the material collected by the National Society for the Prevention of Blindness deals with the school-age blind. In this group, as reported in 1949-1950, there is a preponderance of blindness caused by prenatal factors (64 per cent). This illustrates dramatically the need for more studies of hereditary and prenatal diseases, but in a comparison of the causes of blindness in Canada and the United States including all ages, cases whose causes were classified as unknown to science, undetermined by the physician or not specified totaled 54.2 per cent in the United States and 54.9 per cent in Canada.

These startling figures indicate the need for more eye research and our appalling lack of medical knowledge concerning many eye conditions. However we are fortunate, for the future of the movement to prevent blindness, to be living in an age that has been privileged to see many great medical achievements and the promise of ever greater advances. It is encouraging that the next meeting of the International Association for the Prevention of Blindness, which will be held in New York City in September, 1954, will be devoted to the hereditary, congenital and developmental causes of blindness with especial reference to children. This meeting should crystallize our ideas concerning some of these vital problems in the prevention of blindness.

Eye Infections

The discovery of the sulfonamides and antibiotics has been an important factor in reducing the incidence of blindness. A number of infectious diseases, including tuberculosis and syphilis as well as others caused by viruses and bacteria respond somewhat to antibiotics and newer forms of treatment. As early as 1937, Thygeson reported that rapid and complete healing resulted in the majority of ocular infections following the administration of sulfanilamide.

With regard to *virus diseases,* the most important medical advances are the ability to isolate and identify certain viruses and the discovery of the antibiotics. Modern methods of studying viruses involve the use of immunization and the chick embryo. The results of improved technics are illustrated in Behçet's disease, which involves the brain and the eye. In 1937, investigators were unsuccessful in isolating the pathologic agent in this disease, although Behçet suspected a viral eti-

ology. Recently, electron microscopic photographs have been made of the virus isolated from three cases of this disease. When the virus was injected into mice a typical encephalitis was observed and in the rabbit eyes an experimental disease similar to Behçet's disease in man was produced. Thus, improved technic for studying viruses may aid in eliminating such serious diseases and in preventing needless loss of sight. Not long ago a virus was identified that may be associated with sympathetic ophthalmitis which has caused much blindness because of involvement of the other eye when one eye has been injured.

The effect on the eye of virus diseases such as smallpox, measles, rubella, chickenpox and herpes zoster is well known. The enrollment in schools for the blind at one time consisted largely of children whose sight had been ravaged by smallpox. But with the advent of vaccination many eyes were saved. However, a fairly recent finding in relation to immunization is that it is better for children not to be protected against certain diseases. For example, adult males suffer severe lasting effects from mumps, while in childhood the disease seldom leaves permanent serious effects. A similar situation exists in relation to German measles and pregnant women. Statistical studies have revealed that 50 per cent of a series of mothers who contracted German measles during the first three months of pregnancy had children born with congenital cataract. Therefore, it is now considered advisable for young girls to have measles rather than to be protected against the disease.

Other virus infections of the eye, such as inclusion conjunctivitis in adults and inclusion blennorrhea in the newborn, have also benefited from the use of antibiotic drugs. Until the discovery of sulfanilamide, treatment in these cases was unsatisfactory. Sulfanilamide has been used successfully but in 1948 Braley and Sanders reported that aureomycin was efficacious in inclusion conjunctivitis occurring in infants. In certain cases the inclusion bodies could not be demonstrated after twenty-four hours of treatment.

The sulfonamides have made it possible to avert blindness and permanent ocular damage in many cases of trachoma, and treatment of these patients is usually shorter and less painful. More recently, penicillin, terramycin and chloromycetin have been used and satisfactory results have been reported.

Virus diseases have also been treated with ACTH and cortisone. The effect of such therapy on the eye has been the subject of intensive research. Because the eye responds so dramatically, both adversely and favorably, to these hormones, ophthalmic research has been instrumental in elucidating some of the associated problems in general medicine. Investigators have known for some time that these potent hormones are capable of profoundly modifying the tissue reaction to infection. In a tabulation of 1,162 cases treated with cortisone and ACTH there was rapid and consistent response in certain acute inflammatory processes but no favorable response in the degenerative eye diseases. But since these agents may mask the progress of the infection and may not eliminate the cause of the disease, it is essential that specific therapy, whenever the cause is known, be prescribed concomitantly.

In *bacterial diseases* the antibiotic drugs have been particularly effective; their efficacy is due in part to numerous detailed experiments with these organisms. Certain bacterial infections of the eye cause chronic or recurring impairment of vision or prolonged eye discomfort. One of the principal effects of antibiotic therapy in these cases is to shorten the duration of the inflammatory or ulcerative process.

No antibiotic is a cure-all and certain bacteria, such as staphylococci and streptococci, often develop strains resistant to one or more of these drugs, e.g., penicillin. This fact, coupled with the known and suspected potentialities of the "miracle" drugs, stimulated the development and use of other antibiotics. For example, bacitracin is considered efficacious in the local treatment of external infections of the eyeball and eyelid and has the merit of being almost completely free from allergenic activity. Terramycin has been effective in conjunctivitis and corneal ulcerations of bacterial origin as well as in the prophylactic removal of bacteria from the conjunctival sac prior to eye surgery.

In efforts to prevent ophthalmia neonatorum in the newborn, a number of investigators recommend penicillin in place of silver nitrate. However, silver nitrate, or preferably silver acetate, is still recommended by

most ophthalmologists and obstetricians for the initial prophylaxis. Penicillin or aureomycin may be dispensed to the mother for use in the eyes during the first few weeks of the baby's life and the incidence of purulent infection reduced thereby.

It is generally agreed by ophthalmologists that antibiotics should be used in the prophylaxis of ophthalmia neonatorum in certain hospitals when the studies can be carefully controlled. The use of silver nitrate has reduced the incidence of blindness so that the percentage of children who are in schools for the blind in the United States as the result of ophthalmia neonatorum has fallen from 28.2 in 1907 to 1.2 in 1950. Therefore any changes in medication and present laws should be carefully considered. Penicillin when administered intramuscularly also has been beneficial in gonococcal conjunctivitis.

Other bacillary organisms are those which inhabit the intestinal tract and may be transferred to the eye. Of these, organisms of the coliform group are known to be involved in the etiology of acute central corneal ulcer and chronic inflammation of the tear sac (dacryocystitis). In such cases, streptomycin may prove of great value if treatment is instituted at an early stage.

It has been proved experimentally that organisms of the coliform group can produce uveal inflammation and they have also been suspected of causing some cases of uveitis or inflammation of the blood vessel coat of the eye occurring in man. That a common site for coliform infection is the paranasal sinuses has been suggested, and it has been found that coliform bacteria cultured from the upper respiratory tract produced uveal inflammation in animal eyes more readily than did similar organisms recovered from the gastrointestinal tract.

The subject of the eye and *tuberculosis* has been one of great interest for many years. The affection of the eye is usually secondary to tuberculosis of the lungs, bones, and urinary or genital tract. In treatment of ocular tuberculosis the use of streptomycin and dihydrostreptomycin has reduced the incidence of auditory complications to a point below those observed when either drug was administered alone. More recently, these preparations have been used with paraminosalicylic acid and the now isonicotinic acid preparations, with apparent benefit in experimental animals and in patients. Certain physicians attribute many cases of uveitis to tuberculosis, although the organisms usually cannot be identified in pathologic sections and therefore the clinical and pathological diagnoses are often (50 per cent of cases) in disagreement. Recently, Wilder reported the presence of plasmodia (probably toxoplasmosis) in sections of forty-one eyes of adults which had been diagnosed previously as tuberculosis uveitis. These findings necessitate a re-evaluation of the statistics on tuberculosis as a cause of uveitis which one author has stated is as high as 49 per cent.

Toxoplasmosis is caused by a species of toxoplasma, which is an organism that may live parasitically in the red blood corpuscles as well as in certain other cells in the body. It is associated with congenital encephalitis, convulsions, brain complications, chorioretinitis, intracerebral calcification and numerous other conditions. Infected infants who survive may have impaired vision and are usually mentally retarded. There is no prospect of improving a retina already destroyed, but a child may be treated in the active stage of the disease and the mother during or before another pregnancy.

Until recently, tuberculosis was considered as a cause of *sarcoidosis,* but it is now thought more likely that the cause is a virus or some nonspecific reaction of the body tissues. The true nature of this disease is not known but it is manifested by small pea-sized to chestnut-sized elevations on the skin, especially around the face, arms and shoulders, or within such organs as the kidneys and liver. Although seventy-five per cent of the cases may not be serious, some eyes affected with uveitis caused by sarcoidosis terminate in phthisis bulbi, which is a shrinking and wasting of the eye, and others develop increased intraocular pressure (glaucoma). Sarcoid masses have been observed within the orbit. The treatment of eye complications of sarcoidosis has been inconsistent and discouraging. Recently Sones and his associates reported that cortisone brought about marked improvement in two cases of widespread sarcoidosis.

One of the oldest diseases affecting mankind is *syphilis,* and the eye is often involved. Penicillin has been found to be un-

satisfactory in the treatment of interstitial keratitis, and fever therapy is frequently used. According to Duke-Elder, if syphilitic interstitial keratitis is to be treated early in its course, cortisone is definitely indicated. However, in cases of long-standing corneal disease the results are disappointing. Recently Baron has used injections of carbon dioxide under the conjunctiva in treating patients with scarred corneas resulting from interstitial keratitis, with encouraging results.

In other syphilitic infections of the eye, such as syphilitic inflammation of the iris, penicillin is highly recommended. Its effects are doubtful when syphilis involves the optic nerve, although Bruetsch recommends 15 to 20 million units as a course and that this dose may be repeated sometimes with benefit. However, in this form of optic atrophy even the use of fever therapy is controversial.

Diabetes

The incidence of certain eye complications in diabetes is not high, but their effect in destroying vision has prompted innumerable investigations of diabetes and its relation to diseases of the eye. For example, true cataract was recorded in four per cent of a series of 440 diabetics. The relation of cataract to diabetes has been the subject of considerable research, for in older diabetics as well as in older nondiabetics senile cataract is frequently observed but the cause is probably the aging processes and not the diabetic state.

Outstanding among eye problems is diabetic retinopathy, which is a serious disease of the retina. It is well established that the occurrence of retinopathy increases with the length of the diabetic state. Loeb stated that the incidence of retinal inflammation is ten times greater in patients who have had diabetes for fifteen years than in those who have been known to have the disease for only a year.

The diabetic patient is particularly susceptible to many types of hemorrhage. Therefore, it is in the retina of the eye with its intricate system of blood vessels that the most marked evidences of diabetes are observed. Kennedy and Krichbaum concluded that retinal hemorrhages increase in frequency with age, vascular hypertension and duration of diabetes.

An excellent review of recent advances in diabetes, especially as related to ophthalmology, has been written by Sheppard. Our increased knowledge of the control of diabetes and the improved methods of administering insulin are all attested to by the longer life span of diabetics at this time. Diabetes is considered to be one of the contraindications to the use of ACTH. It is suggested that in diabetic patients the insulin dosage should be increased during the administration of cortisone if this preparation must be used.

Allergy

As a rule when ocular manifestations of allergy are observed, hypersensitivity to drugs, food or bacteria is suspected. Research workers have been particularly diligent in investigating the allergic manifestations of focal infection, syphilis, tuberculosis, and many other diseases.

The ability of remote *focal infection* (teeth, tonsils, sinuses, etc.) to produce ocular inflammation is usually conceded, but opinions vary as to the mechanism of the process. One theory is that the blood stream carries the organisms to the eye. Inoculation of experimental animals with tubercle bacilli, spirochetes, pneumococci, and streptococci has resulted in many instances either in the recovery (by culture) of the organisms from the animal eye or the production of a severe eye inflammation (e.g., iritis or uveitis). Iritis was observed in rabbits' eyes following the intravenous injection of filtrates* of coliform bacteria. Yet, in spite of all this experimental evidence of the production of inflammatory disease of the eye by bacteria and the culture of organisms from the eyes of patients, other mechanisms may be responsible for the uveal inflammation, and allergy is strongly suspected.

The problem of allergy in regard to *syphilitic ocular lesions* is complicated by the fact that medical science has no test that will reveal with any degree of accuracy hypersensitivity in syphilitic patients. However, investigations of experimental allergic manifestations of ocular syphilis have revealed that immunity to the syphilitic organism occurs much later in the eye than it does in the other tissues of the body. In addition,

* A bacterial filtrate is prepared by growing the bacteria in a broth medium and then filtering the liquid.

general immunity cannot always be obtained by inoculating the cornea or anterior chamber with spirochetes. This may be because of the lack of blood vessels in the cornea.

There is little doubt that allergy and immunity play an important role in tuberculosis which affects the uveal tract. Minet and Warembourg believe that a tuberculous patient may alternate a state of hypersensitivity with one of resistance. Thus, it may be understood why the significance of the cutaneous test has changed. A negative reaction no longer conclusively proves that the patient has never been infected by the tubercle bacillus.

Certain types of uveitis, namely nongranulomatous and granulomatous, have been related to hypersensitivity, either local or general. In the nongranulomatous type, bacterial hypersensitivity is usually considered a cause of the inflammation. In granulomatous uveitis the etiologic factors may include syphilis, tuberculosis, brucellosis,* sarcoidosis and toxoplasmosis. In the opinion of some investigators, the organisms causing the disease actually multiply within the lesions and the flammatory reaction is due to a marked local hypersensitivity of the tissues.

When inflammatory eye lesions are associated with an allergic factor such as bacteria or food, they often respond well to ACTH and cortisone. But the underlying allergic state is unaffected and persists after treatment has been discontinued. Inflamed eyes frequently clear dramatically, but unless the etiologic agent is eliminated the inflammation usually returns. Therefore it has been my practice to attempt to desensitize patients who have ocular inflammation suspected of being caused by tuberculosis, brucellosis or by focal infection through the use of vaccines.

Eye Injuries

Much blindness has been prevented by the institution of safety devices and the elimination of eye hazards in factories. At present first aid stations are usually stocked with antibiotics, e.g., penicillin and streptomycin, which may be effective in preventing secondary infections. But there is still much to be learned concerning eye injuries, for Duke and Schimek reported that in a study of perforating injuries of the globe the great majority of eyes with intraocular infection were enucleated or had resultant very low visual acuity. Moreover, in those few cases which were adequately treated with penicillin significantly better results were not achieved.

It is claimed by some authors that the treatment of chemical burns has been advanced by research concerning the use of hydrosulphosol, which is a sulfur preparation. They claim that wound healing is facilitated, pain is controlled, recovery is accompanied by less impairment of vision, the need for conjunctival flaps may be decreased and the incidence of contractures may be reduced. These claims are questioned by certain authors.

An important observation in relation to industrial ophthalmology is that made by Atkinson in 1942. In his investigations he detected a colored reflex in the anterior capsule of the lens which was directly related to mercury poisoning, a disease often contracted by workers in thermometer, mirror and hat factories and in mercury mines. In these patients the effects on the nervous system are severe and may end in paralysis. Therefore, this reflex in the lens is important because it may be an early diagnostic sign of chronic mercurialism.

Atomic Medicine

Most recent discoveries in medicine are of secondary importance when compared with the possibilities of atomic medicine in basic science research and in the diagnosis and treatment of certain eye diseases.

Among the newer drugs in this field of science are radioactive iodine, radioactive phosphorus and radioactive gold. The use of radioactive iodine is a promising treatment for thyroid gland dysfunction. Abnormal protrusion of the eyeball (exophthalmos) is a frequent severe complication and occurs in from sixty to eighty per cent of all cases. It was noted in one study that exophthalmos regressed as the disease became controllable and that malignant exophthalmos did not occur after treatment.

Radioactive phosphorus has been used on the end of a probe for treating malignant

* This is a generalized infection caused by an organism called brucella, which may be transmitted from goats, hogs, and cattle to man by contact with infected material, particularly infected milk.

growths of the eye. Certain investigators believe that there is evidence that the identification of tumors within the eyeball is facilitated by radioactive phosphorus.

Radioactive gold wire has been built into hollow nylon sutures to be stitched into tumors. It is possible that this procedure may be applicable to eye surgery.

The detrimental effects of atomic energy involve the eye. Naturally, direct injuries of the eye by atomic radiation are no problem as these patients do not survive. However, Schlagel's study of atomic bomb casualties revealed that there were retinal lesions in fifty per cent of those patients who showed demonstrable signs of whole-body radiation. In Flick's opinion, the presence of hemorrhages and exudates in the retina can be used as a gauge for radiation sickness. Cataract is one of the outstanding results of radiation from an atomic explosion. It resembles the cataract caused by x-ray and radium but Krause and Bond believe that neutrons produce more damage to the lens per unit of absorbed energy than do roentgen rays.

The susceptibility of the eye to injury from release of atomic energy will be one of the important factors to be considered in future research, especially in connection with the development of atomic powered airplanes.

Surgical Advances

In discussions of recent developments in ophthalmology advances in surgery are likely to be overshadowed by the more dramatized and publicized application of other therapeutic measures. Indeed, modern surgery has benefited by all the various phases of medical research and progress.

The sulfonamides were the first of the new drugs to produce a profound effect on surgical infection and wound healing. Callahan studied the effect of sulfonamides and antibiotics on the incidence of panophthalmitis complicating cataract extraction. It is his belief that preoperative cultures saved the eyes in a number of his cases. In about one-fourth of 260 cases in which cataract operations were postponed because of growth on cultures, gram-negative bacilli were obtained. Undoubtedly, some of the eyes would have been lost if operation had been performed on the first scheduled date.

Cortisone is also of value in eye surgery. However, as Sheppard has stated, the clinical advantages of having the eye comfortable with reduced inflammation after surgery are striking, but cortisone may retard the normal healing processes. Therefore, he does not recommend cortisone immediately after surgery.

According to Ravdin, "the contemporary surgeon is no more dextrous than his predecessors, but his knowledge of normal physiology and its deviations in the organism with which he is dealing are vastly superior". For example, our knowledge of the regeneration of tissues has led to the transplantation of muscles of the same eye and of the cornea of an eye from one individual to another.

Animal experiments with transplantations of eyes have been performed by Stone, who has reported the occurrence of normal and reverse vision in the transplanted eyes. He also observed the return of vision four times in the same eye that had been repeatedly transplanted. If an eye of one species of salamander that normally has a low visual acuity is transplanted to the host of another species with high visual acuity, the host has sharper vision with the grafted eye than the donor normally exhibits. Therefore, the brain of the new host must have been a contributing factor in increasing visual acuity. The level of visual acuity with the new eye, however, is not so high as that possessed by the host when its brain was connected with its own homoplastically grafted eye. The purpose of such surgical research is to evaluate the contribution of the eye and brain toward visual function, and the results may eventually have a practical application to human eyes.

A recent surgical development concerns the management of cataract. At present the extracted lens must be replaced after healing by ordinary spectacle lenses; but Ridley has been experimenting with the use of an intraocular acrylic or plastic lens. This lens replaces the opaque crystalline lens and is supported upright between the posterior lens capsule and the vitreous body behind and the muscular iris with intact sphincter muscle in front. Ridley stresses the necessity of a perfect extracapsular extraction and the fact that myopic patients are unsuitable subjects. In addition, the patient must be no

younger than twelve years and no older than 75 years. Encouraging reports have been published in this country and abroad. Our results have been encouraging but severe inflammatory reactions have occurred in two of these cases and in one it was necessary to remove the implanted lens. Years of study of patients will be required before final evaluation of this operation can be determined.

Formerly, it was not possible to perform keratoplasty on aphakic patients* without loss of vitreous fluid from within the eye, but the use of a powerful drug—curare—now permits this operation in many cases.

Prior to the extraction of cataract it may be important for the surgeon to know the condition of the retina, but the cataract may preclude a view of the retina. In such situations electroretinography may prove helpful. This consists in recording the electric potential in the retina following light stimulation by means of electrodes and the use of a photographic recording device. Since this technic has also proved useful in retinitis pigmentosa, Bjork and Karpe believe that the results of this test should now be included with night blindness and narrowing of the visual field as cardinal symptoms in the diagnosis of retinitis pigmentosa.

Another surgical achievement is the treatment of retinal detachment, the results of which were formerly considered most unsatisfactory. The diathermy operation for this disease was devised approximately twenty-three years ago. Now cures are possible in from sixty to sixty-five per cent of the cases.

A new field of surgery is psychosurgery which, if proven practical and complications are not too serious, may aid in the handling of some serious psychological disturbances related to eye diseases. Moore has appraised the use of the transorbital leukotomy, which is a brain operation; he suggests its use in patients who fail to respond to psychiatric treatment. Of course, cosmetic surgery, when used solely for the improvement of a patient's appearance, is also a form of psychosurgery. The removal of a disfiguring facial scar or of an opaque cornea or the correction of crossed eyes, even though there is no functional improvement, may permit a patient to lead a much happier and more normal life.

* Patients from whom the lens has been removed.

Summary and Conclusions

To this brief summary of developments in research in ophthalmology and medicine of interest in preventing blindness could be added an infinite number of technics and methods. Much encouraging work has been done in relation to tropical diseases, aviation, optics and visual physiology and in the examination of the eye.

The international acceptance of a classification of the causes of blindness aids in establishing programs for preventing blindness through research and by other means.

The treatment of infectious diseases of the eye, including tuberculosis and syphilis and others caused by bacteria and viruses has been advanced by the use of the sulfonamides, antibiotic drugs and hormones and facilitated by new methods of differential diagnosis.

Acute and chronic eye inflammations have been the subject of extensive investigations. Prominent among them are efforts to assess the effect of such organisms as those in the coliform group, of tubercle bacilli, spirochetes, and the viruses.

General diseases, such as diabetes and allergy, have shown encouraging response to new forms of treatment.

Preventive equipment in factories and advances in treatment of eye infections and burns have undoubtedly saved many eyes.

Outstanding developments are taking place in the field of atomic medicine. The use of radioactive phosphorus in the diagnosis of eye tumors and radioactive iodine in the treatment of the ocular complications of thyroid disease may be cited as important examples.

The practice of eye surgery has been advanced and the movement to prevent blindness aided by the development of new methods of diagnosis and new surgical technics through experimentation. A survey of ophthalmological literature reveals detailed studies on every structure of the eye and from every standpoint, including physiology, prevention, diagnosis and treatment.

The vast research institutions and medical centers provide undreamed of opportunities for advances in ophthalmology and unexcelled care of our eye patients. Progress in ophthalmology depends on continuous analytical in-

vestigations of the causes of diseases not yet conquered by science, and of those of uncertain etiology. Although more money for research in the blinding eye diseases has become available during the last five years, much more is needed if men who are well trained in the basic sciences are to be retained in this important and fundamental part of the work in preventing blindness.

This group can aid materially in the battle against blindness which should be prevented by obtaining funds for a coordinated, continuous program for research in the blinding eye diseases.

PROGRESS IN PREVENTION OF BLINDNESS

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It is indeed a pleasure to be able to report progress on many fronts in the nationwide fight against unnecessary blindness. This progress has been achieved through the teamwork of many persons and many organizations. During the forty-five years that the National Society has served in the campaign to save sight, we have been greatly encouraged by the increasing interest of many professional and lay persons, and by the hearty cooperation of departments of public health, education, social welfare and labor, as well as of the many nongovernmental state and local agencies concerned with blindness and with the conservation of vision.

Advances can most readily be seen by examining statistical analyses which the National Society has prepared based on data supplied by schools and classes for the blind throughout the United States. For many years, most of the schools and classes have shown their interest in helping to prevent blindness by supplying ophthalmologic diagnostic information on all blind children registered. Unfortunately, about one-fourth of the schools have been unable to supply diagnostic data either because no eye specialists's services were available to the children, or because the only services provided were inadequate. The great value of such an eye treatment program is shown by the experience of one state school which reorganized its arrangements for medical care in 1948. This school, which ordinarily had a registration of about 260 boys and girls, found it possible during the next four and one-half years to return 75 children to schools in their own communities because medical or surgical treatment and in some cases merely the provision of the proper kind of eyeglasses resulted in such a profound improvement of vision.

The educational institutions participating in these studies provided sufficient information on children in seven states to make it possible to compute approximate rates of blindness for the five-year periods 1926-30 and 1946-50. For the earlier period medical eye records were available on 544 blind children in the seven states, in which there was a total of 7,235,481 children, giving a blindness rate per year of 15 per million in that population group. The comparable blindness rate for 1946-50 in the same states was 17 per million per year, an increase of two blind children per year per million population.

Striking decreases have taken place in the occurrence of blindness among children from infectious diseases and injuries. In the earlier period, 3.3 children per million per year became blind from infectious causes, the rate dropping to 0.6 per million per year for 1946-50. In just fifteen years the rate of blindness from syphilis has dropped 50 per cent,[1] and the rate for babies' sore eyes dropped from 28 per cent in 1908 to 1.7 per cent of new admissions in 1949-50.[2]

The rate for injuries dropped from 1.3 per million for 1926-30 to 0.8 for 1946-50. All of these decreases result from the teamwork referred to earlier—public health legislation sponsored by medical and lay groups, public education programs and individual educational activities of public health nurses and medical social workers, and improved medical

[1] Lancaster, W. B., and Foote, F. M., The Battle against Blindness, Jour. Amer. Med. Asso., Vol. 145, p. 26, Jan. 6, 1951.

[2] Kerby, C. E., Causes and Prevention of Blindness in Children of School Age, Sight-Saving Review, Vol. 22, p. 22, Spring 1952.

care based on advances in scientific research.

During the same twenty-year period, blindness from causes of prenatal origin increased from 8.1 to 13.5 per million per year. One of the reasons for this increase is the appearance of retrolental fibroplasia, which was first described in 1941. We believe that a great deal more research is needed on all developmental factors as a cause of blindness. Of the 4,248 blind children of school age for whom eye records were available for 1949-50, 58 per cent were blind at birth and 82 per cent before they were five years of age.

A study which Miss C. Edith Kerby is currently making of blindness among preschool children in 15 states and in the Territory of Hawaii gives further evidence of the increasing seriousness of retrolental fibroplasia as a cause of blindness. In a group of eleven states from which comparable data were available for both 1943 and 1950, she estimates that the number of blind preschool children increased almost 50 per cent, in spite of the fact that causes of blindness other than RLF decreased by 48 per cent. A considerable part of the increase in blindness among preschool children has been produced by the 33 per cent increase in births between 1943 and 1950, the remainder having been produced by RLF. Although much has been learned about what does *not* cause RLF, about its usual course and the diagnostic criteria and about the pathological changes that occur in the eyes, we still know little about the basic cause of the condition or about means of prevention and treatment. For this reason the National Society is devoting a large part of its research funds to studies of RLF which are being conducted at several hospitals. Some of these hospitals are participating in the cooperative study which is being greatly assisted by the Federal Public Health Service Institute of Neurological Diseases and Blindness.

Among preschool children, various prenatal factors including heredity are second in importance only to RLF as causes of blindness.

Among adults, we are confident that progress is being made as among children in controlling many causes of blindness, but the overall trend is toward an increased number of blind. This trend, ironically, is the result of the dramatic success of public health programs and medical research in prolonging life. Many more people today are living past middle life when such blinding eye diseases as glaucoma, uveitis and cataracts are more common. For example, 25 per cent of all white males born in 1900 died before their twenty-third birthday, and a fourth of the white females born in that year lived less than 28 years. However, white males born in 1949 can expect to reach 59 years of age before 25 per cent of their group will die, and white females born in 1949 will be 66 before one-fourth of their group will die. Put in another way, in 1900 only 17 per cent of the population of the United States was over 45 years old, while in 1960 it is expected that 33 per cent will be in that age group in which occurs most blindness.

Miss Kerby reported in 1951 that the trend of adult blindness from such causes as glaucoma and cataracts seemed upward, based on data from the state of New York. Likewise, her data showed a definite trend downward in blindness among adults from infectious diseases and from injuries.[3]

As was shown in 1951, studies of the records of more than 50,000 blind adults and children showed that eye injuries were responsible still for at least 9 per cent of all blindness. We believe that adequate safety measures now are available to eliminate 95 per cent of the estimated 300,000 eye injuries that occur each year in industry. What often interferes with or hinders use of such protective devices as safety glasses is the human element, the thought that a serious injury "can't possibly happen to me," the willingness to take a chance. To add a psychological incentive to the wearing of safety glasses in industry and in vocational school shops, the National Society for the Prevention of Blindness has sponsored the nationwide Wise Owl Eye Safety Club since the fall of 1949. This exclusive club dramatizes the saving of sight by admitting to membership only those whose sight has been saved from injury by the wearing of personal eye protection at the time a work accident occurred. The movement has grown steadily in industry so that today there are nearly 800 local chapters covering one million industrial employees. From this group the club has enrolled 4,300 men

[3] Kerby, C. E., Trends in Causes of Blindness in New York State, Sight-Saving Review, Vol. 21, p. 215, Winter 1951.

and women who have had at least one eye saved; about 1,000 of them had both eyes saved. Public presentation ceremonies in the plants of the membership pins and certificates of recognition have helped to alert fellow employees and their families not only about eye safety but also about the value of taking good care of the eyes and being prompt to secure competent medical treatment should there be signs of eye disease.

Often questions are asked about how blindness can be prevented, and about the value of educational programs and other preventive community services. An interesting study recently reported by the Maryland Society for the Prevention of Blindness throws light on this subject.[4] An ophthalmologist and two social workers analyzed the histories and medical data on 104 consecutive cases of blindness. In general they found that the cases could be divided into two groups—the smaller group of 39, or 37.5 per cent, they concluded were victims of eye conditions for which there is now no known method of prevention or treatment. This fact forcibly points to the need for enlarging fundamental research. The larger group of 65 cases (62.5 per cent) were cases with blinding eye conditions which ordinarily respond to treatment. These cases were studied carefully in order to ascertain, so far as possible, exactly why scientific knowledge now available had not been put to use to prevent blindness.

In 31 cases, or 48 per cent of the 65, the blindness had been caused by lack of knowledge on the part of the patient as to the early symptoms of eye disease, as to the need for obtaining ophthalmic care early and carrying out competent advice when given. For example, ten patients living in the city of Baltimore recognized that they had signs of possibly serious eye trouble, but they delayed from ten months to sixteen years before seeking medical attention. Often aware of failing vision in one eye, it was not until the second eye was also practically blind that they did something about it. When treatment was secured early, often the advice given was not followed consistently, nor were clinic appointments kept.

There was an unfortunate group of 18 cases who recognized the symptoms of eye trouble, consulted either a general practitioner or an optometrist, and were not referred to an oculist. An example is the case of Mr. T. In 1945, while unloading railroad cars, he became aware of failing vision. Because he was unable to continue his employment, he went to an eye clinic, and drops were prescribed. After a few months he discontinued both the drops and his clinic attendance. In 1947, his eyesight growing steadily worse, he consulted an optometrist who suggested he go to a hospital clinic. Instead of following this suggestion, Mr. T. went to another optometrist where he was sold a pair of glasses which cost him $21.00. A few months later, an insurance collector calling at the home suggested he go to another eye clinic. Mr. T. finally did so, only to find that he was "blind."

Another group of 8 cases seems to have had the onset of blindness actually hastened by the treatment erroneously given by the family physician. For example, Mrs. B. had both acute glaucoma and high blood pressure. She suffered at least three definite attacks of acute glaucoma, but was treated on each occasion by her family physician only for her high blood pressure. When the eye symptoms finally were recognized, she was already economically blind.

In a group of 11 cases there were miscellaneous causes for failure—of these 8 were accident cases.

All these cases provide additional evidence of the urgent need for broader public education and for continuing professional education. The Baltimore group also felt that there was need for strengthening relationships between eye clinics and patients who are irregular in attendance. It has long been the conviction of the National Society that a few dollars spent to provide adequate medical social service at public eye clinics would go far to eliminate unnecessary blindness. Accordingly for many years the Society gave financial assistance to medical social work education.

During the past year at least two nonsurgical cataract treatments lacking any valid scientific basis have been advertised to general physicians with the implication that they no longer need refer their cataract cases to an oculist. One of these urges use in the

[4] Owens, W. C., Cox, E. M., and Hochreiter, F. C., Why Are They Blind? Sight-Saving Review, Vol. 21, p. 126, Fall 1951.

eye of a solution prepared from an herb grown in the tropics; the other advocates using a chemical solution by mouth. It is regrettable that present drug laws do not prevent the sale of these preparations to gullible general practitioners, even though as long ago as February 1916 one of the companies pled guilty in a federal court to a charge that its advertising of the same solution of the tropical herb as a cure for cataracts was false and fraudulent. A third nonsurgical treatment for cataracts widely publicized last fall by the press and radio was the injection of fish lens protein. The National Society cooperated with the National Research Council in uncovering information about the value of this "treatment," and a recent issue of the Journal of the American Medical Association reports that its alleged discoverer had been previously in trouble for forgery, narcotic addiction and passing bad checks. Instances of misleading claims and advertising of this kind show clearly the need for a constant campaign to provide the average man and woman with authentic factual information about eye health. The job cannot be left to the schools, important as is their part in it, but must be a continuing one by every possible medium, auditory and visual. Last year 75 television stations and more than 1,200 radio stations cooperated with the National Society in its education work, and it is estimated that we have distributed more than one million educational pamphlets since the Society was founded. But the job has merely begun—far more needs to be done simply to combat the stream of misinformation that flows so unrestrainedly.

State medical care programs for improvement and restoration of vision continue to make progress. Excellent programs have been established in connection with vocational rehabilitation work in many states, but too few states have provided this care for recipients of aid to the needy blind. There are some notable exceptions in both governmental and voluntary agencies, but a great deal remains to be done in following through on ophthalmological examinations. Among state welfare departments with good programs in this area of blindness prevention are two which have reported results on their programs going back to 1938.

The Kansas program started when the legislature wisely decided not merely to provide financial aid to the blind, but to leave no stone unturned to see that vision was aided and restored whenever possible. During 1952 there were 347 persons helped in this program.[5] Only 4 of them, or one per cent, continued to lose sight despite treatment; 147 were helped to maintain or to improve their remaining vision; and 69 others were so greatly improved that they no longer came within the classification of blindness. In this group of 347 persons, cataract surgery and glasses were provided to 41 per cent, glaucoma surgery and treatment to 28 per cent, strabismus care to 11 per cent and treatment for other eye conditions to 20 per cent. The cost of the program in 1952 was $41,875, or an average of $166 per person for hospital and medical care. During 15 years, 3,071 persons were helped at a cast of $384,616.

In California the program started by the Social Welfare department in 1938 was limited to people with cataracts. A recent analysis of the results among 600 persons showed only 30 failures to improve vision, or 5 per cent;[6] 87.7 per cent had vision restored to such an extent that they no longer could be considered blind, and 45 cases, or 7.5 per cent, had some improvement but to less than 20/200 acuity. These results, achieved by many ophthalmologists operating in several hospitals in various parts of California, compare favorably with records of the best medical centers.

These two examples indicate one of the greatest opportunities which agencies primarily organized for welfare, adjustment or rehabilitation of the blind have for the elimination of unnecessary blindness. Similar results may be cited from such other states as North Carolina and Louisiana which have effective medical social service follow-up of recipients of aid-to-the-blind. It is hoped that other states will set up similar sight improvement and restoration programs.

In discussing various causes of blindness, I have stressed the need for basic scientific research. In this field, too, it is good to see real advances. Much of this progress has come through the vision of the Public Health Service under Surgeon General Leonard A.

[5] Blase, M., Sight Restoration and Conservation in Kansas, Sight-Saving Review, Vol. 23, Fall 1953.
[6] Pettit, W. W., personal communication.

Scheele, who encouraged setting up the Institute of Neurological Diseases and Blindness. Along with this federal stimulus there have been important developments in independent voluntary agencies. The best evidence of all these developments is revealed by two surveys conducted by the National Society's research committee. In 1949, when the committee surveyed funds available for eye research, we found a total of $906,000 in the United States, of which $503,643 was used in medical schools, teaching hospitals and eye institutes, and the remainder chiefly for Armed Forces eye research. A similar survey for 1952 showed a total of $1,579,000 available, an increase of 74 per cent.

In 1949 there was not one eye research center with a $100,000 budget, but in 1952 there was one with a research budget of $121,000 and two more each with more than $200,000.

Some sections of the United States were more successful in obtaining funds than others, or were better prepared to utilize effectively funds that have become available. In the six New England states there was nearly a 200 per cent increase in eye research funds. In the three Middle Atlantic states there was a 65 per cent increase and in the South Atlantic states a 43 per cent increase. The Mountain and Pacific states had a 45 per cent increase, and in the North Central states running from Ohio to the Dakotas there was a 230 per cent increase. The most striking increase of all was in the South Central states where medical schools in 1949 reported only $400 for eye research; in 1952 they had $133,096.

Impressive as these increases sound, we must remember that even the $1,579,000 now available for research is only a trifling one per cent of what blindness costs each year for the various social services, educational facilities, and Braille and talking books provided still only in a limited way for the blind.

In order to coordinate better the efforts of national groups concerned with informing the public about the need for increasing eye-research facilities, there was formed in June 1953 an Associated Agency for Research in Prevention of Blindness and in Rehabilitation. It is hoped that this voluntary interagency group will eliminate the confusing and sometimes conflicting approaches previously used in reaching the public, and it is hoped also that it will make more effective the activities of all nongovernmental organizations interested in research.

Summary

Excellent progress is being made on many fronts in the battle against blindness, but public health progress that increases the span of life and saves lives of premature infants is adding to the numbers of the blind. These increasing numbers challenge us to greater efforts to broaden our threefold attack through:

(1) Education, both public and professional.
(2) Preventive services such as early case-finding and thorough case follow-through.
(3) Eye research.

SOME PSYCHIATRIC PROBLEMS IN REHABILITATION WORK WITH THE BLIND

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As consulting psychiatrist for the Kansas Rehabilitation Center for the Adult Blind during the past three years, I have had an opportunity to observe and study some of the problems that are common in rehabilitation work. The psychological and psychiatric aspects of rehabilitation have received my principal attention, so, like the blind man who describes that part of the elephant with which he comes in contact as the whole elephant, it might be said that I have a constricted idea of rehabilitation. In a similar way, probably each of us, whether vocational placement worker, travel instructor, or

Braille teacher, with his own personal bias, experience, and limited horizon, will adjudge the main aspects of rehabilitation to his own area of operation. With full awareness of my bias in this matter, I should like to present the thesis that the rehabilitation process is fundamentally a psychological phenomenon. And problems in the rehabilitation process are psychiatric problems, when significant dysfunction occurs which interferes with the orderly progress of the rehabilitation program.

Let us consider for a moment what the word rehabilitation means. The dictionary will tell us that to rehabilitate is to restore to a former state. This is manifestly impossible with the blind, for we are not attempting to restore our clients' sight. What is it then that we hope to restore to its former state? I believe we hope to restore the psychological integrity of the individual. We hope to reinstate the person who has lost his sight, as a total functioning unit to a former state of adequacy. We hope to offer the individual who becomes blind a life that has fullness, vocational direction, internal satisfactions, and the optimal use of his potentialities. Rehabilitation then, is synonymous with the effort toward maximal adjustment or, better stated, readjustment, of the person who loses his sight. It is in essence a reconstruction of the individual, with some modification of the working materials resulting from his handicap.

The term rehabilitation is not so clearly meaningful when we speak of the congenitally blind. With the congenitally blind person we are not rehabilitating, reconstructing, reorganizing or restoring anything. We are transferring, rather, our concept of rehabilitation with the acquired blind to the congenitally blind person. We simply mean that we want to help him with our experience, knowledge, understanding, and training, to attain his maximum fulfillment in life. This, like every other type of rehabilitation, is basically an educative process. It is an education in the methods of living within our natural means. All of us, whether sighted or blind, have to learn to live within our natural means; our deficiencies, our efficiencies, our talents, and our psychological defects all are materials we must consider when we learn to live.

Motivation

Rehabilitation is that learning process which will enable the blind person to make the best use of his physical and psychological abilities. To attain this end, he has to want such fulfillment. More technically speaking, we must utilize the person's motivation in order to proceed through such a development. This psychological factor, the desire to learn and to develop, is present in all of us. But it is not always readily available for use. Every rehabilitation worker is aware of many factors that inhibit or hold back these motivating forces which are directed toward growth, maturation, and the fullest development of the person's innate abilities. In fact, the worker's major task is nurturing, fostering, and stimulating the motivation to learn and develop. These forces, both the inhibiting forces and the motivating ones, are all psychological factors in the human being—psychological factors which will eventually determine the extent of success in the rehabilitation effort.

Blocking of these motivating forces for development in the blind is to be seen in the person who finds greater satisfaction in being dependent and parasitic, than in learning to be independent and moving out into the world. The worker's first problem then, is to be aware that there *is* in such a person a growth force. The worker must study his client to learn the nature of the blocking forces, and how to nurture and stimulate the opposing forces for growth, in his over-dependent client to learn the nature of the blocking forces, and how to nurture and stimulate the opposing forces for growth, in his over-dependent client. Certainly with our present state of knowledge this is not always possible. But it is not impossible for us to hope that we can learn to solve these psychological difficulties, which are among the greatest hindrances to our rehabilitation efforts. I therefore believe that the motivation for rehabilitation is central in our work.

Dependency

Dependency, a need which is so prominent in the core of the human personality, has a special meaning to the blind because of certain essential dependencies which are specific for them. The blind man *must* ask for help in certain situations. Because he is

living in a world geared for the sighted, the blind man must get help from the sighted in order to make an adequate adjustment. The ability to ask for, and accept this help is especially important for him. Yet, its proper balance is basic. For if there is too much desire for help, a movement toward the dependent role, and too much enjoyment of the dependent position, the motivation for independence will be minimized. On the other hand, if the blind person is unable to accept this necessary help, he is inactivated. For he must learn to use help as a natural aspect of his life as a blind man. The recognition by the rehabilitation worker of this delicate balance is essential in attempting to foster a satisfactory adjustment, or readjustment.

I would like to focus attention on some of the problems that have seemed prominent in working with the adult who loses his sight. The task that is faced by such a person can be succinctly stated as one of internal reorganization made necessary by his having become a different person. His capacities, his interests, his social position, his body image, and his aspirations are all affected, if not completely changed. It is important to know that until he truly accepts the fact that he is this different person—a blind person—rehabilitation, or the unlearning and relearning that is necessary for adjustment to this new condition cannot proceed. This fact, which seems so inevitably simple, remains one of the gravest stumbling blocks in the rehabilitation of the person who has lost his sight.

We might say that besides experiencing the loss of an organ, the newly blinded person experiences the loss of his accustomed inner picture of his physical self and his psychological self. This loss of inner concept of self and the change to a different internal structure is what constitutes the essential fact of reorganization or rehabilitation to the disability. The awareness of this need for intrapsychic change is basic to an *acceptance* of himself as a handicapped person.

Many obstacles stand in the path of the newly blinded person's acceptance of his disability. Both internal and external forces are operating to prevent his recognition of his new status. Some of the internal forces resisting acceptance of the handicap are: (a) the inertia, or resistance to change in the human personality; (b) the stereotypes he has held about the blind as a group for he will see himself in terms of this stereotype; (c) his irrational feelings concerning blindness including sexual meanings, and historical connotations of blindness as a punishment for sins; (d) the minority group aspect of blindness with its emotional meanings in terms of inferior status and personal devaluation; and (e) the necessary dependencies which accompany this handicap.

Society seems to make an almost concerted effort to offer external pressures to prevent the newly blinded individual from accepting the reality of his blindness. Well-meaning and sympathetic friends and relatives seem to do everything possible to "offer hope" to the patient with news of miraculous cures, or wonderful drugs to help him believe his loss of sight is not final. Ministers will offer proof of the efficacy of faith and prayer in returning vision to the blind. Almost everyone offers hope for the return of sight in one way or another. *Rarely is any hope offered that the patient may yet have a full life as a blind man—that it is only a different kind of life he must learn to live.*

I believe that it is significant that Doctor Berens, one of America's outstanding ophthalmologists, is speaking today on the medical aspects of rehabilitation for the blind. I have been struck with the important role that ophthalmologists play in informing their patients of blindness. For they can do much in initiating the rehabilitation process with an optimistic, yet realistic, attitude toward the loss of sight. However, if the ophthalmologist does not feel comfortable in telling his patient that he is blind, his patient will find it difficult to accept the reality of his condition. This will consequently retard the whole rehabilitation process, at the very start. Sometimes competent, well-meaning, and kindly motivated ophthalmologists withhold the finality of blindness from some of their patients, unaware that in doing so they are affecting the rehabilitation effort adversely. But then again, we as rehabilitation workers have not been completely aware of this fact either.

In addressing two large ophthalmological groups, I found that many of the ophthalmologists were genuinely surprised to learn

about the unfortunate effect of concealing from their patients the true facts about their vision. We who work in rehabilitation are remiss in not letting the eye specialists know how important their role is, in this first step in rehabilitation. We must also remember, that a physician who has devoted and dedicated himself to the preservation and conservation of sight, may very well react emotionally to its loss. If he feels blindness is a terrible tragedy that cannot be overcome, he may well transmit this attitude to his patients. We might then understand why he hesitates to clarify his patient's visual status. In such an instance, I have often thought that it would be advisable for the rehabilitation worker to cooperate with the physician in letting the patient know of his blindness.

A relevant factor in this connection is the attempt by the physician, and society in general, to forestall or prevent the depression that is considered the natural reaction to a person's awareness that he has lost his sight. One often gets the feeling that the physician, relative, or friend, is mainly attempting to forestall *his own* despair and depression, in trying to make the patient believe he is not actually blind, or that there is valid hope for the return of sight, when no such hope really exists. It is my belief that the appearance of this so-called depression is a most *hopeful* sign, a sign that the rehabilitation process has begun. Consequently, any efforts to forestall this depression serve to forestall and delay the readjustment period.

It might be well to mention some of the early stages which seem to take place in the adjustment to blindness when it occurs in the adult. The first stage is that of shock, in which the person who suffers the loss of sight with any degree of suddenness reacts with a kind of psychological immobility. It has sometimes been described to me in terms of "feeling frozen." Technically speaking, it is an emergency constriction of the ego because of the imminent chaos and disintegration which the person feels as a result of the abrupt change in physical status. We can then think of this "shock" stage as a period of protective emotional anesthesia which is available to the human organism under major stress. The length of the shock period will vary according to the degree of ego maturity and flexibility, the suddenness of the onset of blindness, the method by which vision was lost, and the way in which the patient was told he is blind.

When the patient begins to *feel* again, if he accepts the fact that he is blind, he will go into the next stage which outwardly seems to be a depression. It is not only a depression; but rather, it is a depression as an aspect of a period of mourning. In essence the person is mourning for his dead eyes. He is mourning the loss of the person he was, which is necessary for his rebirth into becoming a new person. We all recognize the appropriateness of mourning the loss or death of a loved object or person. This is an apt comparison, for the newly-blinded person must indeed die as a sighted individual, in order to be reborn as a blind one. It has been my experience that the patient needs to undergo this mourning phase before he accepts the reality of his blindness. Thus, it is *not a poor prognostic sign,* nor should efforts be made to prevent or abort a normal mourning period.

While I do not have enough data to make the following statement with any finality, it is my impression that postponing this period of mourning, or raising and dashing hopes for the return of sight, inhibits rehabilitation efforts at the time, and eventually makes more difficult the total rehabilitation procedure.

A recent clinical case may help to bring out this point. A 44-year-old divorced woman lost her sight six months before coming to the Kansas Rehabilitation Center. She had been an active, sociable, independent bookkeeper before losing her sight due to glaucoma. The shock period had been minimal, since she had been progressively losing her sight for a few years. She had severe feelings of hopelessness and depression which her friends would never allow her to express. Urged on by friends and relatives she saw some eight doctors who offered surgery and a variety of hopeful advices. She was constantly told that she must never let it get her down, that if she prayed enough, or tried enough, sight would return, but that it was important to keep up her courage. She knew that any expression of her feelings of sadness would not be countenanced. In fact, when she once awoke from sleep crying, her relatives

told her she should be ashamed for having such a defeatist attitude. Her doctor responded to her expressions of sadness and fear for the future by saying that these were dreadful thoughts and she must drive them out of her mind. He had been so proud of her courage, bravery and strength, and now she was giving way to her feelings like a baby.

When this woman came to our Center from another state because she had made no movement in learning how to live as a blind person, we explained that we understood such feelings of despair. In a sense we gave permission to go into a period of mourning. This is indeed just what occurred the next morning. For the first time in six months, she was unable to get out of bed, cried all day, was unable to eat, and expressed her emotions of hopelessness and despondency. In a week she was much brighter and began to attend classes. For the first time, she showed a surprising ability to learn traveling and some of the other things that she would have to know in adjusting to her new condition.

She soon visited an ophthalmologist for treatment of eye drainage. Interestingly enough, he told her not to give up hope, there was a possibility that sight might return. When I called the doctor, he explained that he just wanted to brace the patient up, since, "It's so easy to get depressed when you lose your sight." This well-meant effort, however, served to confuse the patient who had to pass through another period of depression before she could proceed with her rehabilitation.

During the first stages of blindness, after the so-called rebirth, the person is almost totally dependent on others for even his smallest needs. This may even extend to the need to be fed. In many other ways also the newly-blinded person must develop almost as an infant does. He must learn again to walk, talk, hear and eat. Sometimes his almost total dependency reawakens childhood conflicts. However, it is important that this environment should not be allowed to maintain him statically in this dependent state. His motivation must be stimulated for development from the state of dependence to the greatest amount of independence he can reach. At this time the principles of weaning, encouraging independence, and maturation characteristic of childhood development, are valid methods in the readjustment process. During this stage of development, working with well-trained blind teachers seems to me to be extremely valuable, for identification and emulation are excellent means of learning. Also, the feeling of strength that occurs with successful accomplishment, such as the first solo traveling experience, is a significant stimulus for further development toward independence.

I shall briefly note two other stages which seem to emerge in the progressive development of the optimal adjustment to blindness. Let me review the stages that I have mentioned: the first is the shock period, the second is the mourning state, the third, the period of dependency. The next stage seems to be a completely tactile relationship with the environment. Mr. Jerry Durham and I think of it as the "feeler" stage. This is a stage in which we find most blind people. The primary contact with the physical environment is by way of touch. The final and highest stage of physical environmental relationship, we might call the "space awareness" stage. In this stage the blind person ventures from the wall. He operates primarily by making the fullest use of many cues operating simultaneously. I think of him as a pilot who is flying blind, by instruments. He is using his hearing, his obstacle perception, his memory, his awareness of heat movement. In essence it is an integration of all his available perceptions, to form a visualization or inner reconstruction of his environment. I believe that many more blind people, if approached by adequate rehabilitation methods early enough, can reach the space-awareness stage.

A somewhat different psychiatric problem which I encountered quite early in my work with the blind was that there was a considerable amount of blandness and distance in the relationships among our blind clients. I was impressed with the difficulty many of them manifested in communicating their feelings especially in discussing their reactions to emotionally laden situations. This reticence toward the expression of emotion is, of course, not limited to the blind. Our culture

views emotional experience as a most intimate aspect of the individual, and the expression of emotion as something of an exposure of the inner self. Consequently, such communication of feeling is a measure of trust and intimacy reserved for close relationships.

As this problem was discussed and studied with people who worked with the blind, and especially those who were blind themselves, the following hypothesis emerged as an explanation. Namely, that in order for the individual to express his feelings with any degree of comfort, he must be quite aware of the manner in which his communication is received. As the sighted person offers some indication of his emotions, he receives permission to proceed, from the smile, sympathetic nod, or facial expressions of his listener.

We might think of communication of emotions then, in terms of a reverberating circuit, or "feed-back." The communicator must receive constant stimuli from the communicant in order to proceed with the communication. Of course, the visual cues which are used by the sighted are not available as return stimuli to the blind person. The blind man may consequently substitute other cues, not usually necessary for those who can see. For example, I was surprised that blind clients noticed my rate of breathing, the shuffling of my feet and the number of times I coughed. These and other audible cues are substituted for visual cues related to the attentiveness, interest, sympathy, and general response of the blind person's listener. It is my impression that these audible cues are not sufficient to permit free expression of emotion. This inability to assess clearly the listener's reaction may therefore explain the relative difficulty blind people have in communicating emotions.

This difficulty in discussing feelings, moods, and emotions has many derivatives in the inner life of blind people I have seen. One of the most common, is that some of our clients feel their fears, anxieties and emotional problems are peculiar to themselves. In fact, some blind people feel their emotions are mental abnormalities which serve to make them different from others.

At present it is difficult to clearly assess the value of the method we have used in attempting to combat this problem in emotional communication. We believe the group therapy method is a valuable learning experience in emotional expression. This structure has shown itself to be worthwhile in facilitating and stimulating such emotional communication in our clients. The participants learn to express their feelings with greater ease and comfort, they learn how common their emotional problems are, how others handle emotional problems, and often become aware of their own methods of dealing with their emotions.

In conclusion, let me state that one thing has emerged from my experience in rehabilitation with the blind. That is, that there is no rehabilitation method. There is only a rehabilitation method for each specific individual. The uniqueness of each person must be recognized more clearly in rehabilitation work, than in almost any other form of human helping. For each person approaches his disability with very specific emotions, reactions, needs and fears. The rehabilitation worker who recognizes this uniqueness in each of his clients, recognizes that he is dealing not with a rehabilitation method, but with a delicate and intricate life adjustment process in a person.

My three years in working with the rehabilitation of the blind make me realize I have just begun to touch a serious and relatively unexplored field. In this paper I have briefly noted a few of the interesting phenomena about which there is only the most elementary knowledge. Many other topics present themselves to me, for instance, the problems of the congenitally blind or the problems of a person who loses his sight from childhood, and the effect of the stage of development in which blindness occurs, or the sociological problems that are presented by the stereotypes of blindness in our culture. These and many others, I feel, are problems that have just been opened up in our studies to this point. So many of our rehabilitation workers with excellent intuition, which by the way is not transferable, attain satisfactory rehabilitation results. But in order to progress beyond our present knowledge, we must have more study, more scientific transmission of information, competent evaluation of our efforts, and dedication to the ultimate goal of rehabilitation; namely, that each blind person achieve his highest state of psychological and physical attainment.

HORIZONS UNLIMITED IN WORK FOR THE BLIND

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This is rather a potent topic we have this morning. It gives a suggestion of an outlook to distant views. We have all travelled down roads in the course of our lives and our work, and you who have fairly good distant vision have probably noticed that your horizon is bounded by a distant hill on the road ahead. You can see much between you and that hill, and depending on how keen an observer you are, you may be able to see a great deal more detail than others on the same road. On reaching the top of each rise a new horizon comes into view. It may be far ahead. In the intervening area new details may be observed.

I like to think of our field of services for the blind as something similar to travelling down that road. We start in our own way when we are young, our vision may be somewhat limited because of our age and experience, but with what we glean from others and are able to gain from day to day, we get a broader outlook. I believe that no one has a monopoly on good ideas, so if we are keenly observant of the needs of those we are serving and use every opportunity to meet those needs, we are going to be recognized as doing a better than ordinary job. It seems to me that with the vital things to be done, it is up to us to be on the qui vive so that we do not overlook an opportunity to render a better and more effective service.

When I came into this work services seemed to be limited. Perhaps those in the work then were limited. Perhaps they could not see the trees for the nearby forest. In our organization we tried to think of what might be adapted, what could be done when we first started. At that time there was a tendency to think that broom and brush shops were about the only employment opportunities for blind persons. As we registered blind people we found they did not come from the same class or with the same training and experience; they came from all walks in life, and so we had the fullest range of abilities and backgrounds, of experience and of aptitudes, and there was only the problem of adaptation.

I remember when Mr. Clunk came to us. He brought some new and most valuable ideas. They may have seemed revolutionary then, but are accepted now. He wanted to know why it was considered that all blind men should be broom makers. To him it seemed just as illogical as to say that all red headed men should be lawyers. From there we started our Placement programme. At that time there was a feeling that the range of jobs the blind could do was rather limited. Some Placement officers, with predetermined ideas, were interested only in a certain limited list of jobs. Blind people differ greatly in their aptitudes and abilities, and so the broader the list of jobs, the better. We are constantly finding that blind people are succeeding in new jobs of many descriptions and are succeeding in businesses on their own in other instances, which means the range of employment opportunities is being broadened.

How broad is the horizon of the future? I have met blind people who, I thought, were excellent prospects and yet somewhere along the line some have disappointed us, while others who on first sight seemed hopeless for employment because, in addition to their blindness, they had other serious handicaps which normally would lead one to think of them as being a total loss, through unusual perseverance have succeeded. This teaches us that we should not be too ready to judge; it teaches us there is a factor in this business of human relations and human effort that reaches far beyond the physical. It is the spirit of the individual that counts, and if they have the determination to succeed, then they will succeed. On the other hand, there are those who do not have that spirit; they started life producing alibis and they have never produced anything else.

What I am driving at is that we, in this

* Visually Handicapped.

work, should not be too ready to limit the potentialities of the individual or the range of services to be made avalaible. Who can predict at this stage where we will go? We must keep our minds open and pliable, looking to an even more distant horizon, beyond what we can imagine. When we have reached the stage where we cannot do this, we should retire, and if we do not recognize our frozen limits, I hope someone will tell us.

HORIZONS UNLIMITED IN WORK FOR THE BLIND

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It is likely that in turn each of the speakers at today's session will make a play on the word "horizons" which appears in the title of this session, for that word lends itself to such treatment. The previous speaker has pointed out that as each horizon is achieved a new and distant one appears to take its place, and has made the point that we, as workers for the blind, should welcome the challenge presented by these new vistas and should recognize in them an opportunity for the provision of ever greater service to the blind.

Since it is my responsibility as the representative of the American Foundation for Overseas Blind to discuss the wider sphere of service to blind people in other lands I would remind you that one of the most important characteristics of our visual horizon is that it extends in every direction and is not merely to be found at the end of our own particular road. It will also be seen that the contour of the horizon varies considerably, the shape in one direction being never an exact replica of that to be found elsewhere. That is today and will always be the situation in work for the blind. The problems that face our counterparts in other lands may already have been met and overcome in this country, while others which they are not battling may still lie ahead of us.

The question may validly be asked, "Why should we, as workers for American agencies, be expected to devote time and energy to considering the affairs of other countries?" I think the answer can be quite simply stated. When we became workers for the blind each one of us entered into an obligation to serve the blind community as a whole. Blindness recognizes no frontiers. Neither must the spirit of service which motivates us even though the tasks for which we are immediately responsible in our own cities and states must obviously merit our greatest and most constant attention. Thus our labors carry with them worldwide implications. Although probably unattainable we are striving to achieve a state of perfection in the range and quality of services to be extended to the blind. What is imperfect in part cannot be wholly perfect. We therefore have a responsibility to ensure that maximum progress is achieved in all areas of the world. If we are honest we will admit to certain selfish motivations in establishing and maintaining contact with our counterpart workers across the seas. While we are justly proud of the advanced stage to which we have brought our own work, we must recognize that there are certain fields of activity in which we can profit from the experience of others. If we recognize this we may approach our international relationships with more eagerness than heretofore.

How then can we as individuals, as staff members of local, state and national agencies and as members of AAWB begin to accept our international obligations. In my view we must take action in a number of different ways.

1. We must prepare ourselves to fully understand the specific problems that face workers in other countries in relation to the local scene. We must take a real and discriminating interest in international affairs, for understanding of the general economic, cultural and political background of any country will allow us to view its work for the blind in proper perspective.

* Visually Handicapped.

2. We must be ready to share our achievements and our problems with our fellow workers abroad. Some of the successes we record in our day to day work may appear trivial and likely to be of little interest to others. In fact, this is far from the truth, and you may be sure that agencies overseas will warmly welcome receiving your news and will use the information to improve their own programs.

3. Let us put aside complacency and admit that we, too, can learn from the experience of others. We can think of several instances to demonstrate that the United States does not lead in every area of professional activity. For example, this country is at present lagging severely behind our friends in the United Kingdom and Germany in the matter of research into talking book development. Physiotherapy is being widely practised in a fully professional manner by blind persons in several European countries and in a more limited way in other parts of the world. Yet it has never been adequately exploited here at home. The vexing controversy over handicap allowances or "equalizing grants to offset the costs of blindness" still rages in America. Yet it has been settled satisfactorily in certain overseas countries.

4. Be ready to welcome to your agency the fellowship and scholarship students from abroad who are now visiting the United States in increasing numbers to obtain practical guidance from us prior to initiating new services for blind people in their own countries or introducing modern techniques into existing programs. Try to understand the real requirements of each student and provide the type of help best suited to his particular need. At the same time, do not let understandable pride in your own agency blind you to its short-comings. A student can often learn as much from our failures as from our achievements. We are fortunate to have several overseas students with us at this convention. and I hope to be privileged to introduce them to you later in this session.

5. Be prepared, if called upon, to give service yourself in overseas areas. As public recognition of the capabilities of the blind increases, official and voluntary organizations are springing up on the national, regional and local levels in many lands. It frequently occurs that adequate accommodation, equipment, operating funds and other necessary resources to launch a worthwhile program are available locally. The only missing element is experience. If you should be called upon to serve overseas it is almost certainly because those familiar with the requirements of the situations believe that you are most suitably equipped to meet the need. I hope that those of you who serve as heads of agencies will be willing wherever possible to release staff members, even those in key positions, to accept short or long term assignments abroad. Unfortunately, this type of aid, especially for long term assignments, can be tremendously costly. It is my hope that many of us, fired by a spirit of service, will be ready to approach foreign service in the true missionary spirit, being ready to donate a month or a year or two years of our lives to such work with no thought of personal profit. I am sure that if you would volunteer for such appointments, carrying with them only traveling and maintenance expenses together with the bare minimum required for incidental expenses, you would find it a tremendously rewarding experience.

6. If the programs of aid and the direct contacts between the United States and other lands are to be most effective there must be a single point of coordination. We of the American Foundation for Overseas Blind regard this coordinating function as one of our most important responsibilities. We wish in no way to control or instruct individual agencies in their programs of international relations. However, it has been our experience that we can often provide information that will enable those agencies to avoid duplicating the activities of others and extend service where it is most urgently required. We hope therefore that you will keep us fully informed of all contacts and agreements you may develop with other countries.

7. Use your influence and prestige where necessary to bring pressure to bear on Congressmen, Congressional Committees and executive agencies to ensure that the Federal government will fully discharge its international obligations on all matters that concern the wellbeing of the blind and the physically handicapped generally throughout the world. This has not aways been the case. For ex-

ample, important international conventions adopted by UNESCO and the Universal Postal Union allowing customs free importation of appliances for the blind and the international carriage of braille, talking books and certain other equipment free of postal charges remain unratified by the United States Congress.

This great association that has this week adopted certain resolutions that may well revolutionize currently accepted standards of service and ethics should accept an ever widening role in world affairs. It has long been my dream that the AAWB might establish a special committe on international relations which could devote itself entirely to the promotion of better understanding between workers in this country and their counterparts throughout the world. I urge that person who will tomorrow be elected to the presidency to give very careful thought to this suggestion.

Since the end of World War II thrilling progress has been made towards closer cooperation between the countries of the world in our field of interest. To be sure, a measure of international collaboration had existed prior to that time, but it consisted almost entirely of ad hoc conferences called as a last resort when through simultaneous and uncoordinated national activity on any particular subject international confusion had reached a point at which it became unbearable. There now seems to be real hope that no major policy decision on matters having international implications will be taken without full discussion between all groups likely to be affected. As we look around us today we find the United Nations recognizing its obligations to the physically handicapped by establishing a special unit devoted entirely to their affairs, with special emphasis being laid on work for the blind. UNESCO has assumed active leadership towards the solution of world braille problems, the dissemination of special appliances and the grant of international travel concessions. ILO is actively advocating the growth of employment opportunities for the handicapped. WHO and UNICEF have launched broad campaigns to fight trachoma and other blinding disease. Through the activities of the State Department, the Mutual Security Agency and the Department of Health, Education and Welfare, fellowship and relief programs are being undertaken on the Federal level. Similar activity can be seen among other nations such as the British Commonwealth Colombo Plan. On the voluntary level the newly created World Council for the Welfare of the Blind is, under Col. Baker's leadership, accepting an ever widening role as a world forum for discussion of our common problems. My own agency is gratified that its influence is extending constantly to all parts of the world.

All this is encouraging. But we must not ignore the other side of the picture. There are still two million blind people in India of whom probably less than one thousand are receiving adequate service. The world's school for blind children can still accommodate only one blind child in every fifty. At a moderate estimate, seventy-five percent of our blind people are totally unaware of their potential ability and have no agency to help them achieve such realization. Thus the tasks that await us are manifold. No single agency, official or private, can face them alone. There is need for all to play a part. Let us go forward together in a spirit of common resolve to join our friends overseas in a world wide program that will bring untold service to blind people everywhere.

HORIZONS UNLIMITED IN WORK FOR THE BLIND

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The subject matter assigned to all of us this morning—"Horizons Unlimited in Work for the Blind" is really loaded with potential! It could be pretty heady stuff for the ego of any one of us up here who dared to show to you more of our inner feelings and beliefs than it is natural or wise to show at a time like this! There has been a maximum of permissiveness given to us in this assignment. Aside from the fact that I was asked to rep-

resent a national, private research and consultative agency in this talk—aside from that—no one asked me to limit myself to any one specific subject matter area nor to any one temperamental tone or 'outburst level'. I appreciate this no end. The only real limitation is the time element. We each have about twenty minutes to scan these so-called horizons from our assigned points of observation. I've heard it said that twenty minutes can be as long or as short as you want it to be. I aim to make this the longest "short" twenty minutes I've ever had given to me!

We have been taught by physicists that the position of the observer is an integral factor in the characteristics of the thing observed. The perspective granted us in "Horizons Unlimited" is long; the angle of vision, then, is doubly important and certainly should not be a stingy angle. I do not choose to look at this perspective vertically, as it were, from my position with the American Foundation for the Blind. Rather, I choose to look at it horizontally, through the minds and the lives of my co-workers and of my fellowmen who happen to be blind. They all have helped me a great deal in developing the points of view which I shall present in this paper.

I am dividing our "Horizons Unlimited" into three groups:

1. The obvious ones
2. The less obvious ones
3. The least obvious ones

For us at the Foundation, our obvious goals are embodied in a continued adherence to our stated objective—"To promote the welfare of the blind increasingly and unceasingly throughout the world." Our present services at the Foundation are known to all of you. I choose to interpret our horizons unlimited in this obvious area as a continuation of necessary services; a cessation of obsolete services; and the initiation of new services—all of these—the continuation, the cessation, and the initiation—all designed to reflect social, economic, and cultural trends as we see them now in 1953—as we shall see them in 1963, 1973, 1983, etc. These changes may not always be in quantity—"more than yesterday—less than tomorrow"—but I hope they will always be, in quality, "Better than yesterday but not as good as tomorrow"! The one constant I hope we can always hold before us in the future is that of interpreting the welfare of the blind in the proper perspective—that is, against a background of truth; and not as a separate entity but always as a part of the much larger social structure of our nation.

Obvious things lack drama, to some extent. Let us move on to the next category—"the less obvious ones". When you give a speaker like me a subject like "horizons unlimited", I'm likely to roam the sky and bring in a good bit of the heavens in making my points. In this category of less obvious horizons unlimited, I choose to put an intangible—that of cooperation with other national agencies engaged in work for the blind. One star in the heavens can make a fairly good glow; a constellation can really light up a big place in the sky and shed a generous radiance. The astronomers says a constellation operates on a fairly well-ordered and pre-arranged plan. Just so should national agencies for the blind operate on a fairly well organized plan with defined functions geared to rendering necessary services to people who happen to be blind. Some of the major national agencies in this constellation with us are the United States Department of Health, Education and Welfare with its Offices of Education, of Vocational Rehabilitation, of Public Health, of Social Security, and its Children's Bureau; The Library of Congress; The American Printing House for the Blind; the United States Veterans Administration; National Industries for the Blind; the National Federation of the Blind; The Blinded Veterans Association; the A.A.W.B. and the A.A.I.B. Just think of all these national agencies and the tremendous light their constellation can generate in this field of work if we all remember that the secret of that kind of powerful illumination is in knowing the lines of cooperation and how and when to apply them in the best interests of the people being served. There are no frontiers to cooperation! There is no limit to the light this constellation can give! Let's turn it on full power by planning together to prevent duplication; by agreement on basic concepts which we present to the public; by subordinating our national vanities and

our active prestige-hunting to the general interest of the constellation as a whole—and thus to that of the blind individuals whom we are serving; by sharing with each other the responsibilities and privileges that accrue to us when we become dissatisfied with the status quo and decide to disturb its routine; and finally, by remembering that no national agency can win a principle by proxy—it must be overtly active in the fighting for it!

Now every constellation has myriads of supporting stars. To carry out this analogy, let me say that national agencies for the blind also have supporting lights and we haven't even taken the trouble to turn them on. I am referring to some general professions whose personnel can give us plenty of auxiliary light if we but take the trouble to give them a little juice and turn on the switch. I am referring to the ophthalmologists, to the psychiatrists, to the elementary school teachers, to the secondary school teachers, and to the personnel directors of the future, to name but a few. According to the most recent supplement of the directory of the American Board of Ophthalmologists, there are an average of 210 ophthalmologists certified every year. According to School and Society of April, 1953, it is expected that about 36,000 new elementary school teachers will be certified this year and about twice that many new secondary school teachers. According to the American Management Association, there are between 700 and 800 persons graduated from Business Administration Schools each year who are qualified to become personnel directors. I say we have indeed, horizons unlimited before us in our endeavors to reach these people with pertinent information *before* they launch themselves in their respective professions! I mean information that will help the future ophthalmologist in his difficult and delicate task of working with a patient positively when he knows that patient has become blind and in working optimistically with the parents of blind babies; information that will help the future school teacher to extend her intellectual hospitality to the occasional blind child who may enter her classroom—information that will help her to react to the *child* and not to his disability; information that will enable future personnel directors to express little or no surprise when they see a blind person standing in the employment line or coming in for an interview! This is a tremendous possibility —it has hardly been tapped! Let's go after it!

And now we come to that group of horizons unlimited that I have chosen to call the least obvious. And because they are the least obvious, they are perhaps the most provocative and controversial. The first one has to do with the *health* of our agency. You know agencies can develop neurotic personalities as easily as can people. When an agency doesn't bother to look ahead—when an agency can't plan anything—when an agency says—"one day at a time is all I can manage"—then that agency is truly sick and dependent. Now a healthy organization tells the truth about itself every once in a while; a healthy organization operates within an atmosphere of public opinion and public responsibility without fear! A healthy organization is not afraid to put its name to public statements of policy and philosophy. We have unlimited opportunities to keep our agency from becoming neurotic and we must be aggressive in protecting what we are pleased to call today at the Foundation our state of positive health! Another of the least obvious goals has to do with the maintenance of standards and ethics. People seem always to be pleading for tolerance these days—a tolerance of this and a tolerance of that. I think what an organization like ours needs, and what our field of work for the blind needs, if you please, is a little *intolerance!* We should be intolerant of mediocrity in the selection and training of personnel serving the blind; of incompetence in our planning; of laziness and waste in our management; of trickery and knavery in our fund-raising; of exploitation of the personal dignity of blind persons in our public presentations, and especially, an intolerance of *fear* in pursuing our ideals in this work!

And then I would put *consistency* as another intangible devoutly to be wished and almost unlimited in its application in our work. When I move into the area of consistency, I am treading on sacred ground to many of you. Yet I must say these things and *now*. I am not pleading for any quick

solutions; I am simply suggesting that it may be time for a sane and deliberate review by many, many persons over the next few years, of some seeming inconsistencies in our concepts and in our manner of interpreting the needs of the blind. I am not suggesting for a minute that we eliminate any service or concept that we have until we have something better to put in its place. I can present this best by asking questions. Is our definition of blindness, as we accept it today in the profession, one that the average person can accept without mental or expressed reservation? If a blind person is sometimes one who can see to read or even to drive a car and again sometimes one who is really totally blacked out, is there not bound to be some gross confusion in the mind of the public about this? Is there some better way of securing the much-needed services for those with some efficient residual vision other than by classifying them as *blind?* Does this liberal definition of blindness tend to develop groups within a group with the only seeming constant being that of total blindness? Can this grouping within the group really be exploited by the unscrupulous employer or the not too conscientious educator? Is there a difference between a constant identification with blindness and that identification which need never be apparent publicly? If the definition of blindness seems to create undue confusion regarding the concept of blindness, is there any validity to the objection that we must not even re-examine the definition because it took so long to develop it? Are we blinding too many people by definition?

And in another area of seeming inconsistency, are we, on the one hand, asking for public funds with which to help a blind person become an independent and contributing member of society and, on the other hand, are we not asking for preferential legislation in the matter of tax deductions, employment opportunities, etc.? Are we barking with the dogs and running with the hare in this matter? Are we healing and infecting simultaneously? What are we doing when we ask for special benefits, bit by bit by bit? Are we saying that the blind person needs a disability compensation? If so, why are we giving it to him in dignity-destroying-driblets instead of through a federal insurance against blindness? Are you glad you have social security? I'm glad I have it! I'd like to have federal insurance against blindness too. I would like today to be contributing to a federal fund, which, if I lost my sight tomorrow, would provide me with some economic security not administered on a charity basis but administered on the basis of my active participation in the building of the fund! Getting the answers to these questions, my friends, makes me say that the pursuit of consistency in our work is the horizon that is really unlimited!

And so now, in closing, Col. Baker, Mr. Boulter, Mr. Quimby, and Mr. Rockefeller, I wish you and your respective organizations success in the pursuit of your horizons unlimited. And to you out in front here—on the firing line back home—I speak for the entire personnel of the American Foundation for the Blind in saluting each and every one of you in the pursuit of *your* horizons unlimited and I say—in Carl Sandburg's favorite words—"To the storms to come and to the stars that always come out after the storm!" Thank you.

TRENDS IN THE EDUCATION OF BLIND CHILDREN IN THE FREE WORLD

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A review of the educational programs of the free world and a study of the recommendations of the International Conference of Educators of Blind Youth, held last summer, is gratifying in terms of the advancements made during the past half century. This is true, even though in many countries the program is rather primitive. The willingness

to recognize the problems involved is, in itself, a big step forward to New Horizons. A summary of the programs of the twenty-nine countries reporting will give you a picture of the current trends.

1. Compulsory education. Compulsory education is enforced in seventeen countries; five have such laws, though they are not enforced. Seven countries do not require school attendance by blind children.

2. Number of blind children. In many cases the figures quoted are only estimates in fact, we have no estimate at all from three countries.

Less than 400 are reported by eight countries, and seventeen countries list from 400 to 1500. Three report from 1600 to 4000 and one lists a total of 5000.

The figure then jumps to 10,000 to 11,000, reported by four countries. India is at the top of the list, with an estimated 600,000 blind people under twenty-five years of age.

3. Programs for preschool blind children. There seems to be some confusion as to the functions and age limits of nursery schools and kindergartens. As nearly as could be ascertained, however, from the available information, we present these findings.

In one country the parents are invited to the school for a series of lectures. In the United States, several schools have summer sessions for the parents of preschool blind children. In three countries, the children are sent to local preschool nurseries and kindergartens. Five countries provide special nursery schools at the residential schools for the blind. Nine furnish guidance to the parents in their homes and through dissemination of printed information.

4. Number of residential schools for the blind. Three countries report only one school each, while six list two each. Four have three, and four report four each. One country has five, another six, and still another has seven. Two list eight and one seventeen, and one lists twenty-one. Italy has twenty-eight, India thirty, and the United States sixty-one; Japan lists seventy-four.

5. Other provisions for the education of blind children. England reports seven pupils who are being taught by tutors in their own homes. Three countries, including the United States, have a few selected pupils in regular public school classes. Germany and the United States have special day classes for the blind in the public schools.

It is interesting to note that Scotland gave up day school classes in the public schools after a trial period of twenty years.

Twenty-two countries have no provisions for the education of blind children other than the residential schools.

6. Provisions for partially seeing children. Holland has a residential school devoted exclusively to the education of the partially seeing. One other country has a similar school, but also has classes for the partially seeing at the residential school for the blind.

Two countries have special classes in the public schools; two have such special classes and also keep some partially blind in the regular public school classes. Seven others have special classes in the public schools, and also have special classes for the partially seeing in connection with the residential school for the blind. Five countries have no special provisions for the education of the partially seeing. In all probability, many of these children are educated in the regular classroom without special aids, as are many in the United States and many other countries.

7. Requirements for teachers. All twenty-nine countries insist on at least the minimum requirements for public school teachers, but many have further requirements.

Four countries insist on a special examination on the field, and five demand on the job training and study. Eleven require special training in the field of the education of the blind.

8. Intelligence tests and achievement tests. Eleven countries have no testing programs whatever. Two others depend on an examination by the faculty or a committee as a substitute for standardized tests. A small group of countries utilize tests of manual dexterity, aptitude tests, and personality tests.

Achievement tests of several kinds are used by nine countries, and sixteen use intelligence tests.

Many countries have too few blind to enable them to standardize tests, and language and cultural differences make it difficult to adapt those developed by other nations.

9. Vocations for the blind. The vocations

listed by the twenty-nine countries follow a similar pattern within the limits of the industrialization of the economy of the various countries.

For blind men, we find twenty-three mention workshops and/or home work. Seventeen list both piano tuning and music. Fourteen report school teaching, and thirteen list office work. Thirteen report work in factories with the seeing. Twelve mention switchboard operating and physiotherapy. Home teaching and salesmanship were each mentioned by nine countries. Other professions, such as law and the ministry, are listed by ten countries.

Oddly enough auto mechanics was mentioned by only one country; only three listed radio technicians, and only four listed vending stands.

Twenty-two countries report workshops and/or home work, for blind women. Switchboard operating rates second place with seventeen countries reporting this vocation. Office work follows with fourteen, and work in factories with the seeing is reported by thirteen. Teaching, physiotherapy and music are each mentioned by eleven countries. Ten mention other professions. Home teaching as a vocation for blind women is reported by only five countries.

10. Programs for guidance and placement. Four countries report that all guidance and placement is the responsibility of the schools. In all the others the schools cooperate to a varying degree: in seven, with private agencies; in eleven with public agencies, and in ten with both public and private agencies.

A brief outline of the more important resolutions passed by the Conference gives an idea of what the future holds.

1. *The education and social needs of the preschool blind child*

The Conference recognized the problem and noted that the particular program selected for a child should depend upon the available resources, the tradition of his community, the home environment, and the apparent ability and personality of the child. According to the members of the Conference, the following programs have been carried out successfully:

a. Placement in a nursery school for blind children or in a nursery unit of a residential school for the blind
b. Placement in a day nursery school for the blind
c. Placement in a day nursery school for seeing children
d. Supervised training at home or in a foster home.

2. *The educational and social needs of the additionally handicapped blind child*

The Conference recommended that programs for the training of the multiple handicapped child should be established in countries where they do not now exist.

It was mentioned that there is a need for special studies concerning emotionally disturbed blind children.

The Conference agreed that non-educable blind children should be placed in special homes or departments within mental institutions, and not in schools for the blind.

3. *The needs of the average blind child*

The Conference recommended that provision should be made for the average blind child to be educated through: (a) The residential school for the blind; (b) The day school for blind children; (c) By the integration of blind children, under proper supervision, into the normal school system.

4. *The needs of the blind child of superior intelligence*

Following are the chief points concerning the superior child: (a) Suitably qualified blind children should be given all possible assistance in acquiring a higher education and, upon its completion, in obtaining commensurate employment. (b) Blind children in preparation for higher education should be given as wide a range of experience as possible to develop initiative, leadership and responsibility. The most careful consideration should be given to special aptitudes. (c) While a specific vocational goal is desirable at an early stage of higher education, students should be permitted to change their plans as their personalities and capacities develop. (d) Public opinion should be molded to facilitate the widest possible employment of blind graduates with advanced education. (e) Where necessary, legislation should be

requested to permit the employment of blind men and women in government service. In particular, in those countries where the blind are precluded from teaching, this situation should be changed.

5. *The needs of the blind in physical education*

The Conference expressed the conviction that physical education is of prime importance and should extend into all phases of their program.

The program should be headed by a competent specialist, but all members of the staff should cooperate. Remedial work should be the responsibility of a specialist working under medical supervision.

The program should be planned to counteract unpleasant mannerisms, to teach natural movement and to develop poise and good posture. Social deportment and independence in travel are also to be emphasized.

There should be ample space provided for free activities, as well as for teaching the essentials of travel.

Through preschool services, the needed stimulation of physical education should be brought to the urgent notice of the family to provide the earliest benefits to the youngest blind child.

6. *The needs in continued general education for blind youth*

The objective of all countries should be to train blind children to be able to take their places in the economic and social life of the community in which they live. The general education program should be continued to a point where the graduates are equipped to attain that objective.

It was the sense of the Conference that while blind persons enjoy the companionship created by a common disability, every effort should be made to integrate blind persons in the seeing community. It is the responsibility of the schools to train their youth to this way of life.

The Conference recommended that there be a program of research into new opportunities of work for blind people, including work in services, trade and industry for the city dweller and in agricultural pursuits for country dwellers.

7. *The social needs of blind youth in a seeing world*

The Conference recognized the great importance of integrating blind children into their communities, and felt that schools for the blind, and indeed all services on their behalf, should be a bridge between the blind and seeing world.

There should be frequent contacts with seeing children and opportunities to visit the homes of seeing children.

8. *The cooperation between the responsible authority, the parents, and the schools, in the education of the blind child*

The Conference recommended that the education of blind children should be made compulsory in all countries of the world and that the fullest use should be made of Home Teachers or similiar services where they exist.

It was further recommended that Summer Institutes be established wherein parents may stay at the school with their children for a period of training.

9. *The needs of the blind child in the field of educational psychology*

The Conference recognized the growing importance of the use of achievement, aptitude, personality, and intelligence tests, in furthering the understanding of the individual requirements of blind youth, in the field of education.

Lastly, appreciation was expressed for the pioneer studies already carried out in this work, and recommended the fullest application of proved tests, together with continued research into these problems.

What is our responsibility for the blind children in the world today? Those we know and those many whom we will never see; some sick, some hungry, some with food, but hungry for love. Today's world is not an easy place for them. They have many problems difficult of solution.

Many of us believe that a more effective type of education for the blind is needed, if these problems are to be solved, and if the world is to become a better place for the blind. Homes and schools must add to resources to prepare the visually handicapped

children for today's world. We must help the blind find strength and release of creative capacity in friendly relationships with others.

There is hope for the future in our growing awareness of the responsibility we bear, not just for our own blind, but for the blind the world over.

Man at this time is in greater supremacy over the forces of nature than our forefathers would have dared dream. There lies ahead a golden age if man can conquer his own worst enemy, himself. With faith and courage it is still within our power to conquer for that which is good.

It would be stupid and most unrealistic to deny that we are living it times of great confusion and turmoil. Powerful forces throughout the world are causing many of us to view the future with concern and even apprehension. To some individuals the problems appear to be overwhelming and impossible of solution. They reflect attitudes of fear, despair, and defeatism. They would forget the great progress of the program for the blind and escape the realities of the present tragic and disgraceful retreat into the past.

Throughout the country today there is ample evidence of increased interest in the education, training and placement of the blind. True, this interest is sometimes expressed in negative and destructive ways; however, it does provide workers with the blind an unusual opportunity to interpret the strategic role that our programs should play in this age of confusion and tensions.

As blind children live in an environment which encourages them and in which adults are relaxed and forthright with them, they come to accept difficulties without undue concern. Situations are faced for what they are. The unknown are sought in advance and a step by step procedure is worked out to meet the situation.

As the blind child grows in self knowledge and personal dependability, he will overcome obstacles which present themselves. Practice in overcoming obstacles is part of the process of meeting head on situations which life imposes.

Many educators in our schools for the blind now recognize the need to stress the importance of understanding personal relationships. They are learning that when a child feels at ease and secure in these relationships, his learning capacity is markedly improved. They are going to find ways and means of teaching directly the meaning of these relationships. They have found various points of the curriculum at which mental hygiene material can be incorporated.

Such a program calls for an integrated pupil-personnel setup, which will include health, hygiene, psychological services, counseling, home visiting, school social work and psychiatric services.

It is plain that the foundation in critical thinking and self-direction of blind children should be laid and nurtured in the schools. Unless we are seeking to encourage humility and subservience, our pupils should have opportunities to compare sources of information, to experiment with different ways of doing things, and have a voice in deciding what they are to do and how they will do it.

Careful planning and helping children learn how to work with others are two essentials to independent pupil activities which will enable the schools to turn out better candidates for placement. Teaching visually handicapped children how to get along with one another is difficult and requires a great deal of time and patience. Blind children need to be helped to learn how to move about and visit classmates without disturbing others. They also need help in learning how to adjust to the personalities of their friends and associates while working together on projects.

The school must realize as early as the kindergarten the special needs of each individual and adjust the program to meet these needs. A flexible staff, operating in a flexible organization, can make such adjustments. The adjustment they make will be healthful, enriching and creative because of their lack of personal and organizational rigidity.

In order to think straight it is important to guard against getting in a rut, or being a creature of habit. Little or no thinking occurs during habitual acts. We must keep our minds open for new problems, new difficulties, and new solutions.

Even highly intelligent individuals do not think in many situations, until forced to do so by circumstances. There is much less real

thinking going on in the world than many of us believe. How else could we be in such a mess!

What the blind child gathers unto himself from his experience continues on in time. Not what is imposed, but rather what is absorbed persists. A stimulating and rich environment provides the basis for the exploration of resources, the growth in a favorable environment which carries the child forward into effective adult life.

We must be concerned with his progress from dependence to independence, from interest to responsibility, from casual concern to good work habits, from egocentric to social behavior.

The school, insofar as it provides opportunities for the genuine give-and-take of social living, confronts the blind child with problems to be met and solved with sympathetic guidance.

A trend which is significant concerning the future is the growing emphasis on the scientific study of the development of blind children, their needs and capacities, and the gradual acceptance of these. It is not by accident that such studies are gaining momentum in a society which has committed itself to the belief in the importance and worth of the individual, whether handicapped or not.

Evaluation which seeks to measure total growth and development of blind children in today's world is a highly complex process. Success will depend in a large measure upon the adequacy of the entire curriculum in terms of the social direction it offers, the wealth of experiences it provides, and its concern for the individuality of each child as he meets his problems and moves at his own rate in learning. It is a group endeavor in which all persons participate who are concerned with understanding and improving learning and behavior.

I will close with the last two paragraphs of material I covered at Louisville last summer:

A new trend is now discernible in widely scattered areas throughout the country. This is the tendency to think of the schooling of each child as an individual problem and to study the child carefully, making use of all tests and other aids now available to get a complete picture of the child. Points taken into consideration are: physical, mental and emotional maturity, eye condition, health, family status and the school facilities in his home town. The best possible solution for this child is then worked out in cooperation with the parents and the public school authorities. Should he go to the school for the blind or maybe to the public school braille class? Should he remain in his regular class in public school, or should he go to the residential school for a period of special training and then return to the public school? On the other hand, perhaps he should be enrolled in the school for the blind until graduation. In any case, each child is treated as an individual problem, and the answer is found on the basis of what seems best for the child and not on the basis of the personal bias of one group or another. A cooperative program is worked out, based on reason and common sense, without the usual emotional tirades concerning the relative merits of the various types of school training available. This represents a most encouraging advancement in the thinking of all concerned. Certainly each type of training has its own peculiar area of service in the educational hierarchy.

The job of educating blind youth continues to be complicated, difficult, and changing. That is what makes it fascinating. It demands teachers with human understanding, workers with imagination, courage, creativeness and persistence. It demands an old fashioned devotion to the job. What a challenge to those who work with the visually handicapped! Give the blind light—and they will find their way.

EXPANDING HORIZONS IN GOVERNMENTAL WORK FOR THE BLIND

NELSON A. ROCKEFELLER

Undersecretary, Department of Health, Education, and Welfare,
Washington, D. C.

It is a genuine pleasure for me to bring you the greetings of the newest department of Government. While the Department is new (and I am very new to the Department) it is highly significant of the American esteem of the individual that such human functions as we discharge have been elevated to the highest level of government—membership in the Cabinet of the President.

The creation of the Department of Health, Education, and Welfare does not indicate that our Nation at long last has awakened to the human needs of the millions who make it strong; it signifies rather a reaffirmation by the new Administration and a strengthening of our belief that man's health, his enlightenment, his well-being, and his protection from the avoidable hazards of our complex civilization are proper concerns of his Government. It recognizes also that, as the just powers of Government derive from the consent of the governed, the true strength of any Government lies in the physical, mental, spiritual—and, yes, material—assets of the people.

It is in that spirit that I extend greetings to an organization of men and women who are combating the effects of blindness, and who are doing that job in the most practical manner. It is always inspiring to meet with a dedicated group; it is especially so with people like you, who are both dedicated and effective.

As you know, a great proportion of the concern of our national Government for the blind and visually handicapped is expressed through the functions of the Department of Health, Education, and Welfare. First in long-run importance, of course, is the work of prevention of blindness. Private groups and institutions long have carried the ball in this area, and it is proper that the Government assist in their efforts. We have weapons of increasing strength with which to do this, and we are progressing steadily toward a great contribution to the research that leads not only to prevention and treatment but to restorative techniques.

The Institute of Neurological Diseases and Blindness is the center of this work. It is still a new institute in the Public Health Service but it is one which offers much hope for progress. We are assured now of greater resources for the current fiscal year and these resources will be used to support projects of merit for which applications are received. This money will be granted largely to universities and medical colleges for research into prevention and treatment of blinding and visually handicapped conditions.

The very recent opening of the magnificent new Clinical Center at Bethesda will afford the Institute an opportunity for gradual progress in research programs of its own. This can be another milestone of progress.

I am informed that there is some encouraging indication that significant improvement in the correction of corneal opacity may come from this. The present mode is the corneal transplant, which fails in approximately 60 percent of the cases because of clouding of the in-planted cornea. There is a very interesting possibility—though no definite assurance—on the basis of preliminary findings that a medical treatment for corneal opacity may be found.

All of us, I am sure, have been struck by the irony of the fact that when we solve one problem of human life by medical science, we frequently produce another. A distressing instance of that is reflected in the success over the past decade in saving the lives of an increasing number of babies who are born prematurely. The barbed thorn on this rose is the fact that at the same time there has been a marked increase in blindness among the premature babies. As Dr. Scheele reported to you on Monday, the life saving method—administration of oxygen—

is suspected as the cause of this increase in infantile blindness. The solution is now under study.

These facets of the Public Health effort in the prevention and restoration of sight will serve as an indication of the Department's concern. I am certain that the work will grow and that medical science will continue to show progress in this field.

When blindness strikes and there is no known method of restoration as indeed there rarely is—the blind must be prepared for successful living through education. You have pioneered in this field, and the Office of Education is engaged in continuing support of this work and is one of the principal agencies for spreading information on methods, services and results in education of the blind. We are proud, too, of the participation of the Office of Education in the current study of competencies needed by teachers of the blind. I join you in hopes that this work will lead to better standards and better results.

Another important contribution to education of the blind, as you well know, is achieved through another unit of the Department of Health, Education, and Welfare —the American Printing House for the Blind. Its production of books and magazines not only implements the work of education, but adds pleasure to life—and that is no small consideration.

The fact remains, however, that many blind people are in need and, as you know better than I, here the Bureau of Public Assistance in the Social Security Administration is serving as a partner with the States to alleviate destitution among the blind who have not been able to engage in self-supporting work or have not yet had the opportunity to prepare for such work. Monthly payments are being made to about 98,000 blind people, at a rate of more than $60 million a year. The Federal Government is paying roughly half the cost of this nation-wide program.

At the same time (while the activity has not become uniform throughout the Nation) the State-Federal program of Services to Crippled Children provides help for blind and visually handicapped children in some of the States.

I shall be disappointed if Miss Switzer has not long since convinced you that the most important work of all for the blind is that done by the Office of Vocational Rehabilitation. She has convinced me of that so thoroughly that I know I shall not be questioned on that score.

It is significant, in view of this, that this first meeting in Washington is being held at a time that so nearly coincides with the start of the program of vocational rehabilitation for the blind as a specific undertaking of the Federal Government in partnership with the States.

Another one of our objectives is to continue to help open new areas of employment for the blind. This, in itself, will serve to demonstrate to increasing numbers of our people that blind people are just like other people—with the same abilities, the same needs, and the same inclinations. It is important that that idea be spread far and wide, and both your association and the vocational rehabilitation program are making steady strides in this direction. Another purpose that is served is a strengthening of our Nation—not alone by the $5 million dollars and more that blind rehabilitants earn each year, but by their productivity—in factories, offices and other business enterprises; on farms and in the arsenals and other defense establishments of the land.

Things are looking up for the blind. Those among us who are blind have fought the good fight and are continuing it with growing success. The least we can do—now that you have shown us how—is to keep the battle going ever more in your favor, to make the ranks stronger each year, and to continue to the limit of our ability the support of a gallant movement by a gallant band.

On behalf of this Administration and, more particularly, Mrs. Hobby, Secretary of the Department of Health, Education, and Welfare, I should like to bring you assurance that we are committed to a program of full support for progress in work for the blind. We will continue to link the Government's efforts with yours to produce a better life for the blind—in education, in health, in opportunities for work, in achieving greater economic security. For those who can not work and are in need, we will continue our support of the program of public assistance.

And, of utmost important to the spirit of man, we shall continue to work with you for wider and more complete recognition of the blind as capable, useful, friendly citizens and neighbors who share fully our joys, who bear with us our griefs, and whose spirits lift with ours to that realm which knows neither darkness nor light—the brotherhood of man.

EYE RESEARCH IN RELATION TO ORGANIZATIONS FOR THE BLIND: A NEW EXAMPLE OF TEAMWORK

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and

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It has long been felt by those interested in the blind and in the prevention of blindness that the greatest contribution that could be made in this field would be in aiding research into the causes and prevention of blindness. As a step in this direction, close association of The Lighthouse with a research organization has been effected.

On October 1, 1952, an event occurred which may have important significance for the blind. The Ophthalmological Foundation, a research organization active in the study of diseases of the eye for the past 23 years, became affiliated with The Lighthouse of The New York Association for the Blind, as its Research Department. The Lighthouse has taken over a substantial part of the financing of The Foundation. It has provided suitable quarters for The Foundation in the new Lighthouse headquarters. Greater efficiency and economy is expected as a result of placing the facilities and staff of The Lighthouse at the disposal of The Foundation, and of bringing the need for increased funds for medical research into the causes of blindness before the public.

The Foundation and The Lighthouse will retain their corporate identities, their separate but interlocking boards, and each will benefit from the strengths of the other. The Foundation as a national organization will continue to qualify for grants and benefits reserved for national organizations and draw support and expend funds without regard to geographical limitations.

The Lighthouse, in turn, will complete the gamut of its services to the blind, adding to its numerous services embraced under the broad terms—adjustment, training, employment and recreation—the fundamental role of medical research. It is only necessary to remember that total expenditures, public and private, for attacking in any way the medical causes of blindness amount to only a million and a half dollars this year as compared to 125 million spent on the 260,000 to 300,000 already blind, to be convinced that more research is a *must*. If the ounce of prevention pound of cure ratio were applied literally we should be spending eight million dollars a year on research.

Like any research organization, The Ophthalmological Foundation has had to limit its field of interest. Over the years its particular interests have been glaucoma and uveitis, the latter being a damage to the blood vessels coating the eyeball. These two diseases account for approximately 25% of blindness in the United States. The Alfred P. Sloan Foundation has recently made a grant of $75,000 for pursuing studies of glaucoma and uveitis. Furthermore, many contributions have been made to surgical procedures, development of instruments and equipment and the compilation and distribution of information for use in the prevention of blindness.

Approximately 200 scientific papers have been prepared. A standard textbook on the eye has been written with a sale of 15,500 copies of its two editions. A book on Diagnostic Examination of the Eye has been

written with a distribution of approximately 7,500 copies to date. A manual on Ocular Surgery has been widely distributed (2,600 copies to date). The Cyclopedia of the Eye has been written as a ready reference to the diagnosis and treatment of the more common ophthalmological problems.

Special study has been given to the effects of modern aviation on the eye. Two volumes on Military and Aviation Abstracts have been compiled for publication and the compilation of abstracts for the third volume has now been started.

Many new instruments have been designed for ophthalmologists and a new device which the general practitioner may employ for measuring pressure within the eyeball, has been perfected. Two hundred and fourteen ophthalmologists in this country and 28 abroad have been enlisted in the task of instructing general practitioners in its use with the view of obtaining earlier recognition of glaucoma. Earlier treatment is so much more effective.

To insure maximum representation of professional men of wide experience and ability in medical circles throughout the United States, The Opthalmological Foundation, shortly after its affiliation with The Lighthouse, set out to form a National Advisory Council. Prominent ophthalmologists in twenty-six of the nation's largest cities were invited to become members of the Council. To date there have been thirty-four acceptances.

But the layman must be forewarned not to expect miracles from research. Infinite patience and the courage to meet countless discouragements are required of every research worker. Competent scientists who would like to devote their time to research in the blinding eye diseases are often unable to do so because of financial insecurity. For instance, a grant of $5,000 a year seems like a great deal of money. In terms of present day living costs, it would not permit the worker to maintain needed security and as the grants run for only one, two or three years, he will often hesitate to devote his time to research if an opportunity in another field of endeavor will offer greater financial security.

What is the meaning of the affiliation for other agencies of the blind? Is it not that the encouragement, yes, the demand, for greater activity in medical research on the causes of blindness, might well come from those of us, individuals and agencies, that best know the price we pay for slow progress along these lines? Must we not take our cue from the examples given us by those who are fighting polio, heart disease, cancer, tuberculosis multiple sclerosis, muscular dystrophy and many other diseases with their great emphasis on research? Even if we cannot ourselves reach out and include research in our responsible fields of activity, may we not be a stimulating force in focusing attention on the need of research by ophthalmological departments of hospitals, by medical schools and institutions? Even we, by emphasizing research in our appeal for funds, may give the public and an occasional philanthropist a convenient opportunity for contributing funds where they can be put to effective use.

On the other hand, the public faces confusion because of the number of national and local organizations engaged in eye research, and certainly the cost of soliciting funds for these agencies separately is great. When it is recalled that the National Society for the Prevention of Blindness, the National Foundation for Eye Research, the National Council to Combat Blindness, The Ophthalmological Foundation, the Retina Foundation, The Eye Bank for Sight Restoration and Eyes Right all are appealing for funds for research, not to mention such medical research institutes as the Wilmer Institute at Johns Hopkins, The Eye Institute of Presbyterian Hospital in New York, and the Massachusetts, New York and Manhattan Eye & Ear Infirmaries, one cannot help imagining how the public would respond to a united, consolidated, simultaneous appeal for all these agencies, following the example the 13 Negro colleges have so successfully set in their united appeal. It is a pregnant thought, you will surely agree.

It is encouraging to report that the Association for Research in Ophthalmology has recently appointed a committee to explore the possibilities and to set up an organization composed of representatives from the various foundations interested in ophthalmic research, care of the blind, and prevention of blind-

ness. Because the obstacles to the organization of a unified fund raising campaign seemed to be almost insurmountable at present, the primary purpose of the new organization is education of the public in the need for research in these fields. In this project the foundation for unification of effort will be laid and perhaps some of the obstacles to greater collaboration may be removed. The group is working under the name of The Associated Agency for Research in Diseases of the Eye and Blindness.

Summary

This brief paper has attempted to focus attention upon eye research in relation to organizations for the blind, with the affiliation of The Lighthouse of The New York Association for the Blind and The Ophthalmological Foundation as an example. The need for research into the causes of blindness has been emphasized and the substantial contribution of The Ophthalmological Foundation during the past 23 years has been pointed out.

Organizations for the blind have been urged to give more attention to this neglected field. The opportunity which exists for consolidating the separate appeals for funds of the many national and local organizations engaged in eye research is made apparent.

A BOARDING HOME PROGRAM FOR THE BLIND AND VISUALLY HANDICAPPED

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(This discussion of the boarding home program of the New York Guild for the Jewish Blind is in a sense a summation of a paper that was written about a year and a half ago and presented at an Institute of the Social Service Department of the Guild by Mrs. Louise Jacobson. Her paper is available for reading in the proceedings of the Institute published by the New York Guild as of February 29, 1952.)

In 1947 the New York Guild for the Jewish Blind faced the critical need for adequate living arrangements for blind and visually handicapped persons outside of institutions. For many years there had been a tendency on the part of the community to segregate visually handicapped persons in institutions where the dangers and hardships confronting them would hopefully be kept at a minimum. The large number of institutions devoted to the care of the blind was evidence enough that the misconception of the blind person as someone who requires the "protection" of congregate living was still widely held and there are many blind persons who benefit from institutional living because it satisfied many needs, which are important to blind and sighted alike. However, even if the question of the values of institutional living for all aged, or aged blind persons did not present itself, the very cost of continuing to build and maintain institutions would be prohibitive. As medical science and the knowledge of geriatrics has progressed our aging population has increased and will continue to increase, so that the demand for institutions for this part of the community, cannot begin to be met.

In our Home for the Aged Blind we find that many residents lead a satisfying, happy life. However, there are others for whom this way of life is not as gratifying and it is our belief that it should be the undeniable right of the individual to be able to choose between a congregate or institutional way of living and other kinds of living arrangements. This freedom of choice was not available to blind persons for many years. They suffered a handicap in addition to the physical one because what may appear as apparently simple as finding a place to live, was a major problem due to the lack of community resources. Furthermore, as we learn to know older people, while we are aware that the aging process inevitably effects older persons' mental and physical conditions, and there

is noticeable slowing down, we do not always find that the so-called "aging process" affects the person's capacity for enjoyment or suffering nor his need for warmth and security in relationships. It was thru our gradual understanding on the basis of our experience that these needs could not entirely be met in an institutional setting, that our agency began to thoughtfully evolve another plan.

In 1947 when the boarding home plan went into operation, there was a long waiting list for admission to our Home for the Aged Blind and interim plans had to be made for many of the people over 65 who were eligible for the Home. There was also a large number who were either not eligible for or not interested in the Home because of their age, religious beliefs, and preference for a living arrangement where they might obtain a more personal experience. Most of the Guild services are non-sectarian, but the Home accepts those of Jewish faith only. We believed firmly, too, that because a person had a visual handicap it did not mean that segregation with others who are similarly handicapped had to be the only solution. Our conviction was strengthened by the fact that there were and are today few institutions and other facilities for sighted people which also accept the blind. Our aim, therefore was two-fold, to dispel the idea that congregate living was the only possibility and that even in congregate living the blind had necessarily to live with the blind. We knew, too, that with help the blind person could have the same sense of physical security that the sighted person gains through his eyes and since we had learned together that the blind person could adjust to the sighted world, we undertook to provide non-segregated living plans for our clients in homes where they could enjoy the benefits of family life.

This type of service is not unique to the Guild alone, but is offered by a number of other agencies with modifications in relation to their needs, and with other names. For example, it is variously called foster home plan or private residence plan. We have chosen to call it the boarding home plan. In initiating this program it was our thinking that if homes could be certified and supervised by us we would be able to offer the blind person what would be for him a new experience. We could offer to our blind and visually handicapped clientele, a chance to live in the sighted community in a different way. That a need for a boarding home program existed and that its postponement was long overdue has been demonstrated by the ever increasing requests for such a plan. Although our first boarding homes were established as interim placements for the elderly people awaiting admission to our Home for the Aged, it was not long before we began to offer such homes as permanent living arrangements for those who wanted it and for people of different age groups.

The boarding home, in addition to changing the concept that persons had to be segregated in terms of their handicap, offered a dynamic way of life for the resident. Here was his opportunity to make use of family living, to become a member of the family, contributing to it his day to day living experiences and to retain at the same time his individuality. Here was a chance for him to live in an atmosphere which can be that of mutual respect and liking and to draw from it not only a wider life experience but also the ability to be recognized for himself as a person and contribute to the enrichment of the people with whom he lives. It is by this time axiomatic that many benefits extend from family life which is the normal way of life in our culture, and to know that these can be the same for the blind person with the added factor that he can achieve a place in society which several years ago would have been closed to him.

With the implementation of this plan of boarding home living for blind people we set up certain standards for approval of boarding homes based upon our knowledge of the special needs of a blind person. Because of this and our understanding of the community's attitude toward the blind and visually handicapped, a fairly high rate for our boarding homes was paid. In doing this it is with full knowledge that we are trying to fill an unmet need in the community. Properly the responsibility for the care of a blind person who has no funds of his own is the responsibility of the Department

of Welfare, but despite a somewhat larger allowance to blind people, the Department of Welfare has a very limited number of boarding homes available and its standards do not meet with ours. In order for such standards to be met, a higher rate must be paid and like so many other agencies on the social welfare scene, we are subsidizing a pilot project in a new idea and welfare plan. Today we pay a boarding home landlady from $145.00 to $150.00 a month in contrast to the Department of Welfare, which pays only $93.00 a month.

Our standards for a boarding home are high and our supervision careful. We expect that a woman who wants to become a boarding home landlady has enlisted her family's willingness since we hope that the boarding home for our client will provide a modified family experience with all the persons in the home. We require that the client be given his own room and share the living and dining space with other members of the household. We ask the boarding home landlady to help the client with his laundry, his mail, with occasional guidings in the neighborhood. We are interested in the location of the home, in terms of convenient transportation and closeness to neighborhood facilities and are most careful in the physical aspects of the home such as elevators, stairs, furniture arrangements and impediments. There must be a telephone for the resident's use. In addition the boarding home landlady must know from us that the blind person often brings his radio, his Talking Book Machine and sometimes has a guide dog. We are interested to know her general attitude toward blind and visually handicapped persons and her willingness to meet both their emotional and physical needs. We are interested to know whether she is willing and able to give insulin injections and to observe special diets as they may be needed.

An applicant to become a boarding home landlady is seen first by the supervisor in charge of the boarding home program for a thorough discussion of her interest in assuming this role in relation to the agency. A medical examination is required and a home investigation is made in which the features outlined above are examined. If we come to a mutual conclusion that we can work together, there is frequent contact on the part of the individual case worker with the boarding home landlady in an attempt to help her as she meets new problems in the experience with our blind client, as well as frequent contacts with the resident in the home, to help him make an adjustment to the home. In addition there are periodic group meetings throughout the year with all the boarding home landladies, the purpose of which is to discuss mutual problems, share our experiences and consider modifications of the program and policy as changing needs would determine this.

Boarding home landladies are like all people in that they are individuals. Thus we find that different households run differently and that clients react differently to the same boarding home. Our aim is always to make as compatible an arrangement as possible in terms of personalities and a way of life, including the food habits, cultural background, etc. and we have found that through this careful scrutiny, this constant working together with an appreciation of the needs of both the landlady and the client, that we have managed to maintain most of our boarding homes with relatively little change. In those situations where there have been consistent dissatisfactions on the part of the clients, despite our care and supervision, we have discontinued the use of a particular boarding home, but these have been at a minimum. It is our conviction that the success of our boarding home program has been due, first, to the fact that as a program it has met a profound need on the part of our clients, and second that it is a result of careful agency and case work handling and supervision.

Boarding home placement plans need not be necessarily long term plans, although frequently they are; an individual having found a happy and satisfying experience may remain in a boarding home for the rest of his life; but on the whole they are geared to the individual's needs. Some of our homes are available for short periods of time or for temporary placement while more permanent plans are being worked through with the client.

Because of our belief that our services to the client should offer him the opportunity

to reach out in many areas toward enriching his life the service is not ended merely with a good boarding home placement. Depending of course on the client's physical, social and emotional needs, wishes and capacities we are often able to help him much further. The orientation instructor is sometimes enlisted when a client is placed in a new boarding home. He teaches him how to get around in the new home and in the new neighborhood. On the other hand, others, who are not prepared to go out much, are helped with some home occupational work and are taught by the orientation instructor to do leather work, to play cards, etc., or checkers and do small tasks for themselves in the homes. For those who are not elderly and who are more vital more is expected. These persons want to live like everyone else and hold down jobs, be self-supporting and active, healthy members of society. To these clients we are able to offer both case work and vocational services. At this time of writing our vocational counsellor is working with 6 residents in boarding homes who range in age from their early twenties to the middle sixties. His help extends in function and scope to enabling one man organize his own business, to train another for a machine shop and still another to be an ediphone operator.

The case worker not only maintains a contact with the resident and boarding home landlady, but works with adult children or other relatives of the client in the boarding home; for them too, the placement may present problems, arouse different kinds of feelings which need an outlet—they too need help sometimes to maintain the relationship, to assume what responsibility they can and to understand the role of the boarding home.

Often the relatives and clients when applying to us for a boarding home request that it be located within easy transportation reach of the Guild because of the many and varied recreational facilities available here for the visually handicapped. Others ask that they be located in boarding homes in various boroughs close to easy visiting by friends and relatives and not too far from the neighborhood in which they have lived the greater period of their lives and in which they feel most at home. In so far as we can we try to meet such requests.

In summary, I have tried to present to you how the boarding home program came into being in this agency to meet the needs of blind and visually handicapped persons in a way that is similar to programs for the sighted. Our experience has proved the indubitable values of this type of living arrangement and the tremendously beneficial effect this has had upon the visually handicapped person, both in a personal sense and in its effect on community thinking. The importance lies in the demonstrated fact that the blind person need not be segregated because of his physical condition, but is capable of holding his own place in society.

THE ACTIVITIES OF THE NATIONAL COMMITTEE FOR RECORDING FOR THE BLIND, INC.

MRS. RANALD H. MacDONALD, Jr., President

New York, New York

We do indeed appreciate this opportunity to tell you something of the small part we play in the work for the blind. To have a place on your program and to listen to your deliberations we consider a privilege.

The National Committee has continued to place emphasis on three matters: (1) uniformity of procedure (2) high calibre of volunteer readers and (3) strictness of supervision and checking. Having found that we can take care of the actual student requests for books, and process many additional volumes besides, we are glad that we have not deviated from this policy. In fact, hundreds of letters from blind readers have expressed so much appreciation of the results in clarity and accuracy that it would be impossible for us now to lower these standards. On

the other hand we are constantly endeavoring to raise them, as far as we can, without the sacrifice of promptness of service.

Through a system of records, charts and other visual aids maintained at headquarters in New York, we are now able to speed up the mechanics of our operations, enabling us to channel work more effectively to the National Committee's units and in turn the completed books to the students. Even in this summer period we are maintaining our reading at a steadier pace than previously, preparing where we can in advance for the heavy fall rush for text books.

Since the increase in publicity about our organization, a continuous stream of mail and many callers at our office have put very great demands upon us. The result is that we find ourselves called upon to expand our field of recordings and to advise on recording procedures and on the mechanical equipment in connection therewith.

In order to make more complete our list of recordings, which is naturally somewhat unbalanced due to the very fact that it is mainly composed of specific student requests, we have formed an Advisory Committee of specialists in different fields, including Professor Helen Taft Manning, of Bryn Mawr, in the field of History and Government, Professor Federico de Onis, of Columbia, in the field of Spanish and Professor Paull Franklin Baum, of Duke University, in the field of English Literature. After studying the list of books, recorded by the Library of Congress and by the National Committee in his particular field, each member of the Committee supplies us with a list of books to fill the gaps, making available to the sightless student a well-rounded selection of works to provide him with comprehensive background reading for his required subjects—a need which has frequently in the past been brought to the National Committee's attention. All volumes suggested by the Committee members are cleared with the Library of Congress before recording, in order to avoid duplication. Mr. Donald G. Patterson, of the Library of Congress, with whom we discuss such matters, has always accorded the National Committee ready and helpful consideration, which has been greatly valued and appreciated by our organization.

Among other new departures for us, instigated by requests, I shall mention only two—recording books for garden clubs to be used on a national scale and recording classics of Jewish literature to be added to a fine collection of books in Braille in the Library at the Jewish Braille Institute. A minor incident among many others, was the locating of a Greek-English grammar and of a Greek reader, also proficient in English, so that a young blinded Greek war veteran, recently arrived in this country, could make a start in learning the English language.

A new venture in the recording field for the National Committee is the formulation of plans for launching another unit at Athens, Georgia, to record extension courses. The Correspondence Study Program is on the college level and is available to all adults who qualify and continue to qualify, regardless of their previous academic experience. Correspondence credit may be used, under certain restrictions, for a degree. This program, which would be handled in connection with the University of Georgia, is in the exploratory stage. Its adoption depends on the amount of interest shown in the response to letters, outlining the service, which have recently been sent out to a list of likely prospects.

As to recording procedures and related matters, we now follow a more informative routine when a blind person first requests a book from the National Committee. He or she receives a brochure about our organization, a list of recorded books already available, a questionnaire (to be returned for our files) and a Procedure sheet explaining what we must know in order to clear a book —together with other pertinent data. Incidentally, the purpose of the questionnaire is to obtain information about the student or other applicant—his past history, his needs, his future plans, whether he has used vinylite discs before and, if so, whether he is using them more or less than in the past. If less, why? Whether he employs readers, what type of playback machine he uses and whether it records our discs satisfactorily?

Another detail: we have, through the cooperation of the Collister Corporation, manufacturers of the SoundScriber, devised a new, simplified and improved filer-envelope

for use with the SoundScriber discs.

As to the National Committee's Tape recording program, after laborious experiment results have now been obtained that make it possible for the discs dubbed from tape to track more satisfactorily. We are recording two hundred and forty, instead of three hundred lines as previously, to the inch, which gives nine minutes of recording time to each side of a disc.

Mr. M. Robert Barnett and the personnel of the American Foundation for the Blind have given us their unfailing cooperation and assistance in the development of our Tape-recording program. The Foundation has just enlarged its Special Embossing Studio where the National Committee's tapes are transferred to discs, and its original ten embossing units have been increased to thirty-six. Five hundred tapes from the National Committee are now at the studio to be processed and very shortly five hundred more will be ready for delivery.

The National Committee realizes that there is a problem in regard to a one hundred per-cent efficient playback machine which can handle equally well both the Talking Book and the small vinylite disc. This is being brought forcibly home to the Committee, through a survey we are currently making, and causes us much concern. The small disc is proving even more useful and popular than expected and, with a better playback machine than is now available, will have its length of wear and its listening agreeableness greatly increased. The American Foundation and the Library of Congress, we know, are concerned with this problem. The National Committee considers its solution of paramount importance and is glad that these organizations are seeking a solution.

An indication of the increased use of the vinylite discs comes from one of the libraries handling our recorded books. The librarian reports to us that their circulation, which used to average thirty books a month, now averages one hundred and twenty! May I say at this point that we greatly appreciate the generosity of the libraries which circulate our books and house our units?

A few recent figures:—during the past two years the National Committee for Recording for the Blind has processed over forty-five thousand discs—(covering over 600 books), the majority of which have been used by students in one hundred and twenty-eight different colleges. The work of recording has been carried on by our five-hundred volunteer readers.

In addition to the college students, many of whom have been graduated with top honors, there are widely varying sightless users of recorded books, including an associate pastor of a western church, several teaching professors, counsellors working with the blind, a doctor of medicine, a dietician, psychological clinicians, several creative writers, a composer, music and voice teachers, elderly people who have formed a garden club, social case workers, a general blinded in Korea, a Great Books discussion leader—and on and on the list goes, into virtually every field.

The Committee has active units in Los Angeles, Denver, Phoenix, Louisville and Oak Ridge, Tennessee. In process of organization is one in Athens, Georgia and of course, there is the model unit at the Yorkville Branch of the New York Public Library which receives all its assignments from the National Committee. In New York, is also located our Tape Recording Studio, run and financed by the National Committee.

There is only time to talk of one unit in detail. Following our principle of having a reader qualified for the recorded subject, the scientific material—highly specialized and of wide scope—is read by the personnel of the Atomic Energy Plant at Oak Ridge, Tennessee. These scientists, most of them possessing the PhD degree come after their own demanding work is over, read Mathematics, Physiology, Chemistry, Physics, Anatomy and other subjects, reproducing verbally the complexities of charts and graphs, curves and logarithmic tables for students who would not be able to complete their college work without these books. One request, incidentally, was for Einstein's Theory of Relativity.

In conclusion, Stendahl once spoke of books as "a store-house of happiness". It is our hope that, through our recording work, we can help take to the blind some measure of this happiness and, at the same time,

provide them with tools for the practical side of their daily lives. We are not doing all we should, nor as well as we should, but we are striving to approach the goals which have been set for us by our hopes and aspirations and by your example.

UNUSUAL OCCUPATIONS AMONG THE BLIND

* IRVIN P. SCHLOSS

Editor, BVA Bulletin, Blinded Veterans Association, Washington, D.C.

When we think about the subject, "Unusual Occupations Among the Blind", there are several things we must take into consideration.

First, just what we mean by an unusual occupation. Well, the dictionary defines unusual very simply as not ordinary, uncommon, rare. From this definition then, we immediately get the idea that numbers play an important part. What makes an occupation unusual, whether among the sighted or the blind, is the number of people engaged in it.

However, I think that we have to temper the importance of numbers by admitting that personal viewpoint also colors our definition. For example, many people regard the plant pathologist and the entomologist as persons engaged in queer occupations indeed. But to the modern farmer, plant disease and insect control are quite usual and important adjuncts to his business.

Letting this element of personal viewpoint enter the picture, I think that all of us here today would agree that diamond cutting, deep-sea diving, tightrope walking, as well as whiskey, wine, and tea tasting were all unusual occupations.

There are other factors which should also be considered in defining an occupation as unusual. One of these is geographic area. Diamond cutting, for instance, is less unusual in Belgium and Holland than it is in China, Haiti, or even the United States. An unusual occupation in this country may be common in other parts of the world, and, of course, the reverse may be true.

Before the Kefauver Crime Investigating Committee began to expose the widespread organization of gambling syndicates. I used to think that bookmaking was an unusual occupation. I'm not so sure anymore. But in any case, I think that bookmaking is a more common occupation in Britain, where it happens to be perfectly legitimate, the bookie operating with the respectable title of turf accountant.

Another element which should be considered is the times. Occupations which were common 100, 50, or even 10 years ago may have become unusual today. Technological advances, changing tastes, habits, customs, fads—any or all may be responsible.

In this day of electric illumination, I think first of the gentleman who became a millionaire as a result of the general popularity of the Coca Cola when I hear the word candler. The blacksmith too is in the unusual occupation class today.

Incidentally, I learned just the other day that the modern blacksmith uses a trailer truck as his smithy and travels from farm to farm. Also, there are not enough blacksmiths around to meet the demand, so Michigan State College and one of the California schools are now teaching the trade. Those of you in vocational guidance and placement might look into this as a possibility for your brawnier male clients.

Another element conditioning our definition of an unusual occupation is sex. In some countries, it is no longer unusual to find women in industrial jobs, in politics, in various professions. In other countries, women are rare in anything but keeping house.

On the other hand, the male stenographer and the professional male nurse are hard to find in this country today.

In dealing with the subject of unusual occupations in a specific group—the blind—we find, needless to say, that occupations ordinarily considered usual become unusual. This, of course, is due to the slowness of public

* Visually Handicapped.

acceptance of the fact that blind people can perform successfully in various and sundry jobs. However, the factors I mentioned earlier —numbers, viewpoint, geographic area, the times, and sex still apply.

Industrial occupations in the general sense could not be considered unusual among the blind in the United States today. A few years ago they were, and in many countries industrial occupations among the blind are still extremely unusual.

In Great Britain, blind men become braille telephone switchboard operators. In this country, it is more usual to find blind women operating braille switchboards.

In Britain again, blind people engage in physiotherapy with marked success and are accorded full recognition by the medical profession. Here in the United States, although there are blind physiotherapists practicing successfully in clinics, hospitals, and privately, physiotherapy remains an unusual occupation for the blind. Unless someone does something about it, it is very likely to become a nonexistent occupation for the blind. American schools have stopped admitting blind students to training in physiotherapy.

I do not propose to recite a list of unusual occupations among the blind in the United States. It would take entirely too long, and I am sure that I would overlook some. Most of you have undoubtedly seen such lists anyway, and you know that they cover almost every conceivable field.

I have heard it said that it would be easier to list occupations in which blind people are not engaged. Personally, I wouldn't risk that either. I learned very early in the game that it was foolish to say that a blind person could not do a certain job, even though it seemed to me to be impossible for someone without sight. Sooner or later, I would discover that some blind person had worked out a way of doing that job.

For example, I wouldn't have dreamed that a blind person could teach a purely visual thing like engineering drawing. Yet I recently learned from Mr. Charles G. Ritter of the American Foundation for the Blind that there is a totally blind professor of engineering drawing in one of our schools. From my own personal experience with chemistry and physics courses when I could see, I find it difficult to imagine how blind people handle them. Yet Mr. Ritter told me that he had recently come across two blind college seniors who were majoring in chemistry. Needless to say, there are blind chemists and physicists working in various branches of those sciences, including research.

I'd like to discuss briefly a few categories of what can be called unusual occupations among the blind. In politics and government, there have been and still are blind people at all levels—national, state, and local—including a political boss who functioned in Boston in the days when exposé journalists were called muckrakers. I am sure that most of us have heard of Senator Gore of Oklahoma and Senator Schall of Minnesota, both of whom used to be in the U. S. Senate.

There are blind people in many of our state legislatures. One is Speaker pro tem of the Maine House of Representatives. I know of two blind mayors, and there are also blind city councilmen, judges, and county attorneys. Two Pennsylvania townships have elected blind men as township tax collectors. Mr. William E. Powers, the attorney general of Rhode Island, happens to be blind. Incidentally, the brief Rhode Island will present when the controversial Tidelands Oil Bill is tested in the courts is being prepared in Mr. Powers' office.

There are several blind attorneys working for the Federal Government in nonelective positions. One is a legislative analyst with the Bureau of the Budget here in Washington. Another works for the Securities and Exchange Commission in New York City.

While we're talking about Federal employment, I'd like to mention the fact that a breach has been made in the wall of opposition to hiring the blind in junior professional positions. Around the first of this year, a young blind man was employed as a junior economist with the State Department.

In the healing arts, there are blind practicing physicians, osteopaths, and chiropractors. Osteopathy, however, seems to have gone the way of physiotherapy. It is no longer possible for a blind person to be admitted to a school of osteopathy in the United States. It seems that as these professions acquire higher standards, the powers that be come to the conclusion that it is not possible for

blind people to meet the more rigid requirements.

In the teaching profession, there are blind teachers in elementary and high schools as well as in colleges and universities. I know of one young man who is assistant principal and physical education instructor in a grammar school, and another who is assistant principal of a senior high school. Both of these schools happen to be in Texas towns.

In our colleges and universities, blind people are teaching classical and modern languages, music, history, economics, speech, philosophy, psychology, political science and government, religion, mathematics, physics, chemistry, sociology, anthropology, geology, clinical medicine, engineering, social science, law, pharmacology, and materia medica.

In the business world, the variety of endeavors in which blind people are engaged is really astonishing. There are owners and managers of firms, large and small, which manufacture products, serve as wholesale or retail outlets, offer services people want, and so on. In some cases, the blind individuals inherited their businesses; in others, they started from scratch. But the point is that blind people are running going concerns—and running them successfully.

I would like to cite a few examples. One man, who had gotten a little experience in the scrap metal business working for someone else when he could see, went into his own business after he lost his sight. Starting with a single truck and a driver, he built his business into a very profitable venture in a few years.

Another case I'd like to mention is that of a young man in Baltimore who, contrary to the advice of Veterans Administration counselors, interrupted an on-the-job training program as a stationery and office supply salesman to go into business for himself. He started out in a trailer, moved to larger and more permanent quarters as his business grew, and today is one of the biggest stationers in Baltimore. I still feel that the remarkable thing about this individual is not that he accomplished so much despite blindness, but rather that he achieved what he did while still in his middle twenties.

I could go on and on—the case of a young fellow who, in five years, built a one-man telephone answering service into a concern employing over 30 people and doing an annual business in the six figure class; or the Colorado man who built a fencing business into a $100,000 a year enterprise in a similarly short time. But a recitation of success stories can get monotonous too.

In the various branches of agriculture—general farming, poultry and dairy husbandry, apiculture, etc.—blind people are earning their living. And in industry, they are performing complex operations, and some are even setting up their own work.

Let's pause for a moment and consider what we've done. We've taken occupations thought of as usual for people with sight, and when we have located blind people doing these same jobs, we have called them unusual occupations for the blind.

Blind people, like sighted people, happen to be individuals, with individual aptitudes, abilities, talents, and personalities. Isn't it logical, therefore, that just as individual sighted people have what it takes to become physicists, authors, garage mechanics, drill press operators, sales engineers, disc jockies, radio commentators, filling station attendants, chinchilla breeders, so individual blind people have what it takes to do the same things. And, incidentally, there are blind people in each of the occupations I just mentioned.

I think that we can only come to one conclusion, and that is that the significant thing is the man, not the eyesight. Blind or sighted, a good insurance salesman is a good insurance salesman.

There will always be individuals who, on their own, will succeed in fields new to the blind. And we who are professional workers for the blind should continue to capitalize on these examples and to stimulate new job opportunities. In counseling, we should encourage those individuals who have the ability and courage to pioneer in untried fields. In placement, we should plug harder on the so-called difficult cases. In public education programs, we should strive to increase our efforts to gain public acceptance of the blind as capable and productive citizens. We should intensify our efforts to break down the barriers, so that unusual occupations among the blind today will be usual tomorrow.

HOW CAN WE MEET THE NEEDS OF BLIND PRESCHOOL CHILDREN AND THEIR PARENTS

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This morning session is devoted to "Unusual Developments in Work for the Blind" and I have been asked to discuss the topic of how we can meet the needs of blind preschool children and their parents. Although I would not call the efforts in the field of preschool work an unusual development, it certainly is an unexpected one. It is unexpected because until about ten years ago educators of the blind knew that the number of blind children was decreasing and as a consequence foresaw a gradual shrinking of services to meet their needs. Since 1942 this trend has been reversed and we are now confronted with an increase in the number of blind children unique in the recorded history of the education of the blind in the United States. As a result, interest in provisions for blind preschool children has become a factor of major importance in work for the blind. This, however, is not unusual. Whenever demands have arisen in the Social Service field, it has been the American way to respond by providing services to meet them. In this sense, then, it is not an unusual development to find interest concentrated upon providing the best possible preschool services in our field.

In 1942 the late Dr. T. L. Terry brought to public attention an eye defect, retrolental fibroplasia, which occurred as a result of extreme premature birth. Since his first report this disease has become the largest single cause of blindness in children ever recorded in the United States. Statistics available from various sources indicate that at present there are about four times as many blind children of preschool age in the United States than there were ten years ago. The State of California, for instance, served in southern California, on July 1, 1953, a total of 195 blind preschool children. Of them 145 or 74 per cent were blind as a result of retrolental fibroplasia and 50 because of other reasons. These 50 would most likely have been the only ones in the pre-retrolental fibroplasia era. Now we have 195, that is almost four times as many. In California as a whole we estimate now the number of blind preschool children as about 600. In 1930 the White House Conference on Child Health and Protection estimated the number of blind preschool children in the United States as a whole as about 800. These few figures show how the picture has changed.

I remember very well how in the middle of the 1940's a steadily increasing number of parents requested information on the training of blind preschool children from the American Foundation for the Blind with which I was connected at that time. As a result of such requests, the New York State Commission for the Blind as well as the New York Association for the Blind began publishing manuals for the use of parents. Only a few organizations provided any direct continued services to parents and children before the retrolental fibroplasia era. There were two nursery schools and nurseries for blind babies (in Boston and in Los Angeles), there was one day nursery school (at the New York Lighthouse), and one state (New York) and one public school system (Cleveland) provided preschool training by a visiting teacher.

I shall not attempt to give a complete compilation of services at present available but will rather describe the kind of services offered at present and the needs which these services are designed to meet.

Needs of the Parents

When people find themselves parents of a blind child they are emotionally and pedagogically unprepared to meet this situation. It is only natural that they experience feelings of disappointment, resentment, frustration, and anxiety. They must go through a period during which they may adjust their emotions and their thinking to the fact that their child does not meet with their expectations. They will question their own ability to train their blind child and often consider this task an overwhelming one. Parents also

may develop more or less intense feelings of guilt, particularly if they find reasons to blame themselves for the child's handicap, regardless of the justification of such self-accusations. It has also been frequently observed that such individual traits as slow development, passivity, or comparative unresponsiveness disappoint the parents and increase their anxiety about the child's normal development, thus setting up an unfavorable chain of reactions. It must, therefore, be expected that such negative attitudes on the one hand and the natural devotion which most parents feel toward their child on the other hand will result either in ambivalent reaction forms or in conflicts of a more or less serious nature. Chances are that parents who are themselves reasonably secure, content with their place in society, and happy in their marital relationship will be able to accept the child and develop a warm and mutually satisfying parent-child relationship. Parents who are themselves "conflict ridden" will be driven by their emotions into rejective attitudes manifested either by neglect or overprotection of their child. Needless to say that negative reactions of the parents are often disguised because the parents may not be able or willing to face their own difficulties and also because they fear society's disapproval of their reaction. Most parents, therefore, need assistance in developing an attitude of acceptance toward their child and his handicap before they can make use of advice on his training.

Needs of the Children

Any training of a blind child must be based on the fact that his needs are basically the same as those of children with normal vision. He needs love and affection, and a secure place in the family from his first days on. He needs domestication when he is ready for it, not too early, not too late and not too vigorous. This extends into the area of feeding and weaning, toilet training and cleanliness and into those many others where habit forming is essential. He needs opportunities for moving and exploring as his range of activity grows from his crib to his play-pen, his room, his home, his yard and the immediate and wider neighborhood. He needs opportunities for playing and needs playthings which are adequate for his age as well as for his handicap. He needs opportunities for taking part in family life, in relations with other children according to his readiness, and in nursery and kindergarten experiences. He needs the opportunity to grow at his own rate without over- or under-stimulation and as uninfluenced by anxieties of his parents as possible. He should be encouraged in experiencing concretely—not only verbally—objects and situations in his environment since his senses of touch, hearing, and smell need continuous application and practice. He should be allowed to get dirty by playing with wet sand and also by finger feeding, and his noise making should be tolerated. His expressions of hostility need to be understood, and occasional temper tantrums are to be considered normal as reactions to unavoidable domestication efforts and to denials of pleasure. He needs to be treated with patience, particularly during periods of transition such as weaning, changing from liquid to solid food, going to nursery etc. He cannot learn by imitation and his way of acquiring certain skills will tax his parents' patience and ingenuity. He like all other children needs opportunities for self-expression in play and projective play situations through such media as clay, songs and dances, rhythm and noise makers, which he may either find for himself or which need to be supplied. In fulfilling most of these and other needs parents are eager and anxious to learn the best possible techniques that have been found successful with blind children. Usually they over-estimate the extent to which special techniques are necessary. If they do, they need assistance in learning how much and what kind of special assistance their child needs.

Objectives of Services

From the preceding remarks it is evident that the parents' attitudes toward their child and their feelings about him are the most important environmental factors. Indeed, it is now becoming generally recognized that these attitudes are even more important in determining the development of a healthy personality than the particular techniques used in rearing the child. In the case of blind children we must, however, remember that

the parents' lack of experience in dealing with a *blind* child may cause feelings of inadequacy and insecurity which by themselves are liable to interfere with a mutually satisfying parent-child relationship. Therefore, advice on ways of meeting the blind child's special needs as they become apparent during his development must also be given to the parents.

Besides these two objectives, there are others of a supportive nature. Parents may need assistance in securing medical treatment for the child, they may need information about community resources available to them and their child. As the child grows up they may want information on educational programs, such as nursery schools, kindergartens, schools or classes for the blind and may need assistance in utilizing the most adequate facilities for their child. Interpretation of the blind child's capabilities and needs to local educational resources and to the community as a whole may be necessary. Keeping the parents informed about current developments of concern to them and their child and stimulating the growth of parent groups is another objective of preschool services. Making referrals to appropriate community agencies, assisting them by interpreting the needs of the blind child and his parents, and following up on such referrals also is often required.

Available Services

It has been noted previously that about ten years ago there were only about five agencies which provided any services for blind preschool children and their parents. The 1952 "Director of Activities for the Blind in the United States and Canada" lists 33 agencies providing such services, 12 of them public agencies. In these figures residential schools which may admit children for nursery and kindergarten are not included and neither are services provided by hospitals. Of the services listed, two are residential nurseries also offering day nursery facilities, nine are day nurseries and kindergartens, twenty-one are visiting teacher services and one a summer institute for parents. Thus it appears that the number of residential nurseries remains confined to two while the other services, particularly the visiting teacher services show a decisive increase.

Educators and social workers in the field of preschool work for blind children almost unanimously agree that the kind of service developed by programs of *visiting teachers* is the essential one. This home visiting and counseling program offers continuous guidance to parents through periodic visits according to the needs of parents and child. It can fulfill most of the objectives previously described and stimulate, initiate, and utilize other services that may be needed either for a child and his parents individually, or for children and parents as a group. As a matter of fact the services of visiting teachers have led to one development in particular which does not find expression in the statistical data given before and was practically unknown before the retrolental fibroplasia era. The work of the visiting teachers has given a chance to many blind children to develop more normally and parents have been made to see their child's potential for normal growth. As a result many blind children have been placed in regular nurseries and kindergartens together with seeing children. The visiting teachers also work with the regular nursery school and kindergarten teachers by preparing them for their share in this program and supporting them during its initial stages.

The number of special *day nurseries* for blind children has also considerably increased. They offer a special program in cities where a large enough number of children justifies it. Some of these nursery schools provide group experiences with seeing children by including them in the program. Usually the nursery school teacher also gives counseling to the parents and works with the parents as a group. A well conceived program of such a special day nursery considers the preparation of children for attendance in regular nursery and kindergarten one of its most important functions, retaining only those blind children who are not ready for integration or cannot attend regular facilities for other reasons.

Residential nurseries for blind children have a limited function in our field as they have in others. It is generally recognized that deprivation of maternal care during the early years of life has detrimental effects on the child, particularly in his social-emotional development. Therefore, separation from the family should be resorted to only if it is a

necessity. This may be the case if the home breaks up, if the mother is unable to accept the child and fulfill her emotional and physical obligations towards him or if the child is orphaned. Placement away from home may also be advisable for a limited time only in order to improve the home situation by taking the child temporarily out of it, or in order to give the child remedial training. The residential nursery should of course be well staffed and should encourage the development of a substitute parent-child relationship. It also should consider it one of its essential tasks to prepare children for referral to non-segregated services.

The increase of blindness in babies, particularly due to prematurity, has stimulated the growth of services for blind preschool children and their parents in the *hospitals* and *clinics* where the diagnosis is likely to be made. Such counseling service is particularly important because it is available to the parents at the time when they are informed about the visual handicap of their child and may be in greatest need of services including interpretation and psychiatric consultation.

It was recognized quite early that *group work* with parents may have advantages not accomplished by individual services alone. Some schools for the blind arranged institutes for parents and their children offering them residential facilities at the school for a period of a week or so and made available to them, individually and in group sessions, medical consultation, educational advice and supervised care of their children. Such institutes do not seem to offer any lasting value unless they are a well integrated part of a continuing counseling service. In a group work situation positive as well as negative forces come into play and expert guidance, if possible by a trained group worker, is therefore a necessary part of such an undertaking. More frequently than through such institutes, parent groups were formed either by the initiative of individual parents or as a result of the work of visiting teachers. Such parent groups have regularly scheduled meetings, often monthly, in which speakers discuss with the parents problems of interest to them or the parents may meet as discussion groups. The presence and advice of the visiting teacher is often sought for these meetings. Interest in the development of services and of medical facilities and research has also stimulated the growth of some parent groups.

Services of the kind described are being arranged by private and by public agencies. In view of their continuous expansion the need for trained personnel is most urgent. The American Foundation for the Blind has organized in the past two national conferences concerned with the preschool blind child, one in 1947 and the other in 1951. The need for trained professional workers and for further research was greatly emphasized. Standards for the training of personnel and evaluation of existing research and services as well as plans for future research projects were discussed. In a field where the question of effectiveness of services has not yet been studied objectively, the accumulated experience of workers is the only normative resource. With the overwhelming majority of them this reporter shares the conviction that the continuing services of visiting preschool workers are the essential core and that all others can be effectively utilized only if the preschool workers' services are available. This is the need as we see it now. However, in the field of the Social Sciences and of Social Service, there are many ways in which a goal can be reached and we are all joined in searching for the best and most effective services.

ORIENTATION AND TRAVEL PROGRAMS AT RESIDENTIAL SCHOOLS

PAUL J. LANGAN

Superintendent, Kentucky School for the Blind, Louisville, Kentucky

The faults and failures of residential schools in the past have been many, as has been true with any growing American institution. For too many years, however, opponents of our schools have been criticizing us on the basis of past records and have ignored present performance and achievement. It cannot be said that all of the ills of our educational program existed for lack of recognition. One of the most recent changes brought about by self evaluation has been the importance placed in the curriculum on

orientation, adjustment, and travel training for the students. The value of such programs is well recognized now in all areas of our work.

It is surprising that it has only been within the past ten years that this type of work has been offered to our blind students. Most of us can well remember how teachers and superintendents took pride in pointing out a particular student who was able to master power tools and accomplish projects requiring superior ability in vocational courses. Yet close observation of this boy would bring out the fact that upon leaving the industrial arts building, he had to be guided to his next class by a teacher or another student. Such training and ability would be of little practical value to the student. His scope of travel in making use of his acquired skills would be limited, in after school years, to the basement workshop at his home. Rehabilitation counselors were completely lost in their efforts to place such a youngster in a job opportunity because of his lack of ability and training to travel to and from a place of employment. In defense of the schools, however, it must be noted here that this recognition was not too apparent even by others for very long before such programs were introduced in the schools. Job opportunities for the blind in industry really did not become big business until the industrial emergency of World War II. Realizing this and observing the demand for travel-wise trainees, the majority of schools have now incorporated some type of training for their students to enable them to master probably the most difficult obstacle of blindness, immobility.

Even so, such a course offered during school days to youngsters not mature enough to realize the advantages of the ability to travel independently needs an incentive. Students are prone to underestimate the hardships of after school years, we well know, and to provide some motivation for overcoming the natural fear of traveling without a guide must be added to the program. One of the most successful methods of introducing travel and orientation as a required course for students can be the opportunity to attend public school, either from home or from the residential school, on a cooperative basis. The necessity of demanding the ability to travel as a prerequisite for such a program will frequently bring timid youngsters out in the open and give them a sense of actual need. Until this personal enthusiasm is aroused in the student, it is most difficult to stress the importance of personal appearance and travel ability to a youngster who is only interested during his adolescence in baseball scores and romping on the playground.

Once the solo trip to the local high school has been accomplished by public conveyance without the aid of a sighted guide, or the stigma of a special taxicab, the student will have the desire to master all of the good techniques of independent foot travel. The sense of "belonging" to the gang at school will continue to stimulate the youngster into further development of other useful tricks to enable him to take an accepted place with his classmates. Attendance at public school soon brings about additional travel opportunities and demands upon the boy or girl to attend the athletic contests, social affairs, and other extra curricular activities of the new school, all of which require journeys into strange and unfamiliar territory.

One of the aids developed in our program has been an embossed map of the principal buildings, bus routes and transfer points of this particular map is not as you might think, a mere reproduction of a regular city map on a magnified scale for the purpose of embossing. Rather, it was designed by a young man without sight—our local blind placement agent in the Rehabilitation office. It seemed to us at school that the need for such a map could only be filled by the experience of a good traveler who learned the obstacles of our particular city the hard way without such a guide. The map has been used not only by our students, but has been found to be invaluable for newly blinded trainees who came to us for summer travel and orientation courses sponsored by our Vocational Rehabilitation Department.

Because of the early recognition given to this problem by the Kentucky School, a member of the Valley Forge Hospital staff was employed by the school in 1947. Our preliminary work in this field soon brought out the very real need to students of such training, and we have since shared our experience and knowledge by offering courses for twelve instructors of other schools and six workers from other state agencies. The importance

of a qualified and experienced instructor cannot be minimized. Great danger can result, and serious damage can be done to the morale of the trainee if proper and safe techniques are not taught. Rejections and failures must be recognized early and firmly to avoid the mistake of turning loose a careless or incompetent traveler. No claims are made that all youngsters or trainees can be taught to travel independently any more than we expect all of our students to be able to accept music instruction. Normalcy of the ability of the blind is now fully admitted, fortunately, so we no longer expect the unusual from them. Good sense of direction, acuteness of hearing, awareness of environment, accurate foot perception, proper balance and gait are all inherent characteristics the candidates must have to master the skill of independent travel. Tricks of the trade such as good memory perception, recognition of common landmarks and many other usually unobserved aids can be taught to and acquired by the determined and resourceful person without sight. Long, and challenging hours of practice and training will bring results of gratifying and lasting satisfaction to the trainee and the instructor alike. The independence and self-assurance that rewards the successful graduate of a good travel and orientation program can only be measured by the new world of opportunity opened to him and his acceptance by a seeing public which refuses to acknowledge the restricted limitation of blindness. May we continue these efforts, no more than started at this stage, to further enlighten the skeptics by sending out completely self reliant and better adjusted young people.

BUILDING A COMPLETE VARIETY OF ADEQUATE SERVICES FOR BLIND PERSONS IN ONE CITY

* JOSEPH F. CLUNK

Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind, Germantown, Pennsylvania.

There are many ideas and opinions about services required to enable blind persons to live their individual normal lives. A brief discussion with any group of workers in the field will soon convince you that workers for the blind are very much like the six blind men in Kipling's poem who went to see an elephant because they couldn't agree about what an elephant looked like. Each examined one part of the animal and they all went away still arguing about what an elephant looked like. One said he looked like a spear, another like a snake, another like a tree, another a wall, another a palm leaf fan, another a rope. Each had his own point of view because each saw only one part of the entire animal, and among ourselves we can easily differ in opinion as to the structure of the total animal. I believe we will all agree that a complete variety of services will include at least the following: case finding, friendly social services, home teaching, employment in competitive occupations, employment in home industries and in sheltered shops, individual and group recreation, boarding home care, adjustment training, education of the public through public information and public relations, prevention of blindness, specialized attention to the problems of racial groups, particularly blind negro persons, fund raising, cooperation with other agencies in the area, both public and private, and the basis on which each provides a new service or a supplementary service.

When most of us try to describe our activities, we find that our programs are based upon the type of service in which we are personally interested and the quantity of service that we can provide with a fixed budget. We think in terms of the amount of money we have to spend each year, and when the cost increases without an increase in dollars then we restrict our service to conform to the definite annual budget.

Objective

The Pennsylvania Association for the Blind in Philadelphia accepted the challenge and the goal that we should try to build a com-

* Visually Handicapped.

plete variety of adequate services in the city and do this in cooperation with other public and private agencies without competing with or duplicating the functions of these other agencies. We have pledged ourselves to supply any service required by a blind person that will enable that individual to live his or her normal life and to supply this either directly from our own activities, or indirectly through the cooperation of other agencies in the community.

What is an adequate service in any particular field? This determination requires the administrator to establish some criteria of measurement for each type of services, and simultaneously to maintain a constant inventory of the services provided by other agencies as well as his own. Organizations for the blind have been gathering statistical information for more than fifty years and we should be in a position to establish standards of adequacy in each field of need. It does not matter whether or not we agree at the present moment about a particular standard of adequacy in any given field. However, it is important that we have some kind of a standard, and if we prove that the standard is either too high or too low, then we can change the standard on a basis of specific experience.

What is the standard of adequacy for case finding?

An analysis of the time lag between loss of sight and registration of the blind person, in a number of states, shows that persons are blind an average of seven years before they come to the attention of an agency for the blind in this area. We believe that adequate case finding requires us to become acquainted with newly blinded persons within one year of their blindness. When we do this, and if all our other services are adequate, we shall save millions of years of idleness for the blind people in every state in the nation.

While statisticians vary again in their opinions, there is reason to assume that we should have a current registration of at least two persons per thousand in the general population in the area served by the agency. This means 2,000 blind persons in every million people, and there is also reason to assume that we should find 200 newly blinded persons each year per million of the population.

Friendly social services

There are several types of social service available to blind persons through public agencies. One agency gears its service to those in financial need, and only calls on persons to determine their continuing eligibility for financial assistance. Another agency provides case services aimed at determining the eligibility and feasibility of the person for rehabilitation.

We believe that every blind person should be called upon occasionally by a friendly social service worker, either volunteer or paid, who has no particular service to sell except that of being a friend. In our city where we have two million people and an estimated case load of between 4,000 and 5,000 blind persons, we hope to have a friendly social service worker for each group of 300 blind persons, or a total social service staff of at least eighteen people. Their job is that of gaining the confidence of the blind person, becoming a confidante of the family, and through the development of this relationship provide intelligent, impartial and unbiased guidance to the blind person and the family, in a solution of any problem which affects the well being of our blind friend.

The skills of the paid staff are expanded and supplemented through the use of a corps of volunteers. We believe that we should have a volunteer auxiliary of at least one thousand persons, or one volunteer worker for every five blind persons.

Home Teaching

Adequacy in this field as to the ratio of home teachers to the blind group depends upon the duties or functions performed by the home teacher. If the home teacher is to be a "jack of all trades" and provides a variety of services ordinarily supplied by other staff workers, then it is probable that one home teacher should be employed for each group of one hundred blind persons. If the home teacher is required only to teach Braille, typing, and the usual home handicrafts on a therapy basis, one home teacher can be employed for each group of 300 blind persons. Thus we have a standard

which requires from three to ten home teachers per thousand of blind persons or per 500,000 general population.

Employment

Rehabilitation agencies generally agree that up to 25% of the blind group can be made partially or wholly self-supporting through all types of employment. 10% to 12% can work in competitive occupations and 13% to 15% must be given employment in home industries, sheltered shops and rural occupations. This group is divided approximately as follows: 50 persons in production industry, 20 to 30 persons in white collar occupations such as insurance, teaching, law, salesmanship, etc., 20 to 30 persons in refreshment stands and other retail business, 150 individuals in home industries, special workshops and rural occupations. At least one placement agent and one business enterprises specialist are required to develop competitive employment, and a good workshop and administrative department is required to take care of the remaining group.

Recreation

Every individual requires some assistance in developing recreation activities that will provide daily contact and activity with sighted friends and neighbors. It is very easy for a blind person to become a hermit and to lose contact with the normal activities of sighted persons. The development of hobbies and participation in clubs, church groups, community affairs and similar activities on a recreation basis is more essential for the blind person than for the sighted one. Group recreation is a tool than can be used for morale building and as an aid in the development of individual recreation pursuits. There are no standards of measurement as to how many staff members are required per hundred or per thousand of blind persons. One agency employs three recreation workers in a case load of 1,000 blind persons.

Boarding Home Care

A number of unemployable and dependent blind men and women who must live among strangers is conservatively estimated to be 10% of the total case load. On this basis, 100 persons out of each thousand require domiciliary boarding home care. We believe that large institutions in this field should be avoided and that it is better to supply this service by providing homes that will house from fifteen to twenty-five persons and have every one of them meet the standard of living of the neighborhood in which it is placed and be compatible with the social standard of the persons it serves.

Adjustment Training

Case records of agencies show that 100 persons will become blind each year in a general population of half a million people. A third of these persons are totally blind and the remainder have some residual sight. Rehabilitation departments promote adjustment training only as a preparation for employment, but this type of training is also necessary to assist the unemployable in meeting their needs for daily living. The amount and type of adjustment training must necessarily vary with the individual and the purposes for which it is provided. Considerable adjustment training can be given persons in their own homes by the services of itinerant adjustment specialists who may also have responsibilities for home teaching and social service case work. There are no practical measurements as to how many out of each hundred newly blinded persons require adjustment training away from their homes in an adjustment center. We believe a conservative estimate to be that an adjustment center should serve at least twenty persons per year per 500,000 of the general population, and this training should be available for women just as much as it is for men.

Education of the public

This activity is sometimes called public relations or publicity. There is little use in training blind persons to work and to mix socially or train staff to assist them, if we do not simultaneously educate the public to receive these blind persons. This function should publicize not only the activities of the agency but also the activities of blind persons as individuals, and it should include the philisophy and description of methods used by blind persons to solve their daily problems. Its objective is that of establishing the confidence of the public in the agency for the

blind and in the skills of blind persons. Weekly radio and television programs and write-up in the local newspapers at least two or three times per month is a minimum impact on the public mind. Attractive leaflets and pamphlets of various activities of the organization should be in constant preparation and constantly available for distribution. Last year's pamphlet should be out of date in any agency.

Prevention of Blindness

The ophthalmologists believe that up to 75% of all blindness is preventable. While this is a function that logically belongs to public health agencies, yet the agencies for the blind have done the most with it and give it the most attention. If the doctors are correct in their beliefs, then a adequate prevention of blindness program in any community should reduce the incidence of blindness somewhere between 50% and 75% and instead of two persons per thousand in the general population, we should not be able to find more than one person per two thousand within the definition of blindness. The methods of achieving this result are apparently not yet developed in any community. We believe a Prevention of Blindness program has five major functions, namely: public relations, publicity, case services, research, and legislation. Many Prevention departments seem to concentrate entirely on case services in having persons receive surgical and medical treatment after sight is seriously impaired or lost. This is actually a restoration of sight activity rather than prevention of blindness. We believe that adequate public relations and publicity will direct thousands of sighted persons into the offices of competent eye doctors and into eye clinics at the first sign of vision distress, and that we should never have these persons identified in our case records. Case services are then concentrated upon a comparatively small number of persons desiring specific information as to the identity of a responsible eye doctor and who may also require encouragement to receive treatment. We have much research as to the causes of blindness but we apparently require a great deal of research to learn how to prevent the cause from coming into effect. Legislation is apparently required to police individuals and keep them from doing things that injure their eyes, as well as to secure public funds to assist in the other four activities in the Prevention program.

Problem of Racial Groups

Although we have laws in many states concerning fair employment practices and nondiscrimination, yet we know that the emotions and reactions of people cannot be controlled by legislation. There are approximately eleven millions of people of the negro race in the United States and most of us believe that the incidence of blindness is a little higher in this racial group than it is among the white population. Based on present day results, it seems imperative that special workers with specialized functions must be employed to provide services to the blind negroes if they are to receive adequate or proportionate consideration. Case loads should be computed on a basis of at least two and a half persons per thousand of the negro population, and because they do not have the same educational opportunities in many areas of the country as white persons, it is probable that the group will require more sheltered and home industry and more boarding home care proportionately than does a similar number of blind white persons. In the city of Philadelphia, there are proportionately 400,000 negro persons and an estimated blind case load of from 800 to 1,200 persons. A Council of Community Service Clubs of the negro population has been organized and its objective is that of raising enough money in the sighted negro population to pay the cost of services for the blind negro group.

Fund raising

Obviously, services cannot be provided without funds, and funds cannot be secured without service. However, a friendly public will contribute some funds to an organization prior to its establishment of specific services, and this attitude makes it possible for an agency to at least begin to meet the community problem. How much money should be raised in an area? Some agencies are approaching adequacy and a complete variety of services. These organizations are spending about $110 per blind person per

year. This includes necessary subsidies for boarding homes, training expenses, therapy, recreation, social case work, etc., but it does not include large subsidies for sheltered workshops. Thus a group of one thousand blind persons in a general population area of one-half million people will require an annual expenditure of $110,000 for the various services we have enumerated. This estimated budget is greater than most agencies are raising, but the fact that we are not securing funds on this basis does not change the needs of the program. If we render the service and properly advertise it, funds can be raised on the basis of this estimate. An agency in one of our largest cities spends an average of $169 per year per blind person served, and this is probably the highest budget in the country.

Cooperation between agencies

Competition between agencies serving the same area defeats all competitors, but the great tragedy is that blind persons receive minimum attention. In those communities where there is only one public agency and one private agency, it is an easy matter to segregate the functions that each can provide and avoid confusion in the public mind, and competition for the public dollar. In some areas of the country there are a multiplicity of private agencies for the blind, as well as several public agencies.

Where there is more than one private agency, we must conclude that the first agency established in the area failed to meet its community needs, and therefore another agency was started to supply a need. Subsequent new agencies again emphasize the failure of those previously established. In the cities where we have a multiplicity of private agencies, we still find unmet needs, and collectively they do not meet the needs of blind persons of the area. If any one agency attempts to bridge these gaps, it must do so without duplicating the services of the other organizations. There is a difference between supplementation and duplication. If the public agency providing rehabilitation services employs one rehabilitation counselor where three are needed, then the private agencies must supply the other two rehabilitation workers until the public agency can be persuaded to take them over. If the public agency is providing only two home teachers where ten are required, then the private agency should supply the other eight. If one private agency is operating a sheltered shop making brooms, mops and rubber mats and supplying employment to 25% of the blind persons who require sheltered and home industry employment, then the agency which attempts to supply employment to the other 75% should develop other articles in the workshop which will not compete with the brooms, mops or rubber mats.

In the city of Philadelphia we are attempting to achieve the objectives outlined above and to do so in full cooperation and without competition with the public and private agencies in this area. The limitations of the rehabilitation service for the blind and of public assistance department for the blind are easily ascertained, and the association is supplementing their functions by providing services required by their clients but not available from the public funds.

One private agency specializing in group recreation serves approximately 200 individuals and most of them from one part of the city. Our Recreation Department will serve persons in other areas and will be coordinated with the first agency. A workshop employs 140 blind men and makes brooms, mops, rubber mats and rugs, so our Association is undertaking to provide workshop employment for women as well as for men and we have pledged ourselves not to make any of the traditional items. Thus our development is directed toward the manufacture of textiles, of electronic devices, of machine-made braided rugs, and subcontracts with other manufacturers similar activities that do not compete with the older established shop.

Three agencies operate boarding home facilities totaling 126 beds, and our Association is undertaking to provide boarding home facilities for the remaining estimated 375 persons. One agency concentrates in preparing Braille and recorded materials for students in colleges and for other special needs, and since that service seems to be adequate, the Association is not contemplating any activity in this field.

The schools for blind children have adequate facilities and they are meeting the need

for children of school age as well as for preschool children. A Prevention of Blindness organization was unable to raise sufficient funds to conduct an adequate program and therefore the Association has established a Prevention of Blindness Department to supplement the work of the other agency. In the field of publicity, the Association has a continuous local radio program in which all the other agencies in the city are invited to share from time to time.

As a result of this approach to the community problem there is more teamwork and cooperation between the organizations than ever existed before, and there is every reason to believe that the standards of adequacy heretofore described will be validated in a reasonably short time.

SUMMARY REPORT OF AMERICAN FOUNDATION FOR THE BLIND

* M. ROBERT BARNETT, Executive Director
New York, New York

The report of the American Foundation for the Blind, this year was simply in outline form, giving to the audience present at the time a brief statement of certain specific and major events or plans rather than the traditional lengthy, detailed activity report.

The outline opened with a statement that beginning in the fall of 1953, the Foundation will distribute direct to all members of the AAWB and certain other lists of institutions, societies, governmental, educational and medical leaders a new type Annual Report which in the opinion of Foundation leaders will go much father in giving a thorough understanding of Foundation services to the field and which incidentally makes unnecessary the presentation of detailed reports at Annual Meetings of the A.A.W.B.

The following is the outline of matters of program significance which the Foundation director discussed in his verbal report.

1. Implications of the American Foundation for the Blind's 1953-1954 budget.
   a. Personal—expansion in field service and technical research personnel.
   b. Scholarship program—to be revised or modernized during coming year.
   c. Fellowship program—to be continued at same level.
   d. Expansion of premises at New York headquarters—report on construction of additional building.
2. Approach to the problem of education of deaf-blind children by the American Foundation for the Blind, Perkins Institution, American Association of Instructors of the Blind and the Conference of Executives of Schools for the Blind.
3. Report of cooperative program to be launched between American Foundation for the Blind and the Blinded Veterans Association in joint approach to public education and fund raising for certain purposes.
4. Report of conferences between the American Foundation for the Blind and the National Psychological Research Council for the Blind with strong possibility that the latter group will become advisors to the Foundation rather than an independent agency in the national picture.
5. Cooperative agreement with National or State Executives for the Blind under which the Council becomes an advisor to the Foundation on certain matters of policy of primary interest to tax-supported, state level agencies.
6. Report on current discussions regarding proposed national clinic and evaluation center on optical aids in cooperation with the Industrial Home for the Blind and others.
7. Experimentation with and gradual expansion of public relations.
   a. Public education techniques and materials for benefit of local agencies in their own programs.
   b. Marked departure from policy with regard to use of funds under Foundation custody for Grants-in-Aid to local pilot programs.
   c. Probable expansion of fund raising effort if policy under point (b.) above proves sound.

—M. R. B.

* Visually Handicapped.

SUMMARIES OF GROUP MEETINGS

GROUP A

CARL E. OLSEN, Chairman

Manager, Industrial Division, New York Association for the Blind,
Long Island City, New York

Our group elected yours truly, Carl E. Olsen, as its representative on the A.A.W.B. Board of Directors for the next four years. Mr. Alfred L. Severson was elected Chairman and Mr. Allan W. Sherman, Secretary, for a term of two years.

The meeting was in the nature of a floor discussion with full audience participation on the topic "Workshop Policies and Procedures on placement in Private Industry". Mr. Henry Redkey, Consultant on Rehabilitation and Adjustments, O.V.R., Washington, D. C. acted as Chairman and Moderator and did a most outstanding job on a very difficult task.

He had as a guide several pre-arranged questions pertinent to the topic and an attempt was made to arrive at a practical comprehensive plan that could be used as a guide by an agency in determining its placement policy. These questions were:

1. "Can workshop conditions be so favorable that the workers do not want to leave for private industry?"
2. "If a competent worker does not want to leave and openings are available what should be done?"
3. "Are seniority privileges in a shop conducive to getting people out of the shop?"
4. "If a person is ready for private industry, should he be sent home until he is placed?"
5. "Should the shop depend solely on rehabilitation agents for placement purposes?"
6. "Should the shop be organized primarily for prospective workers in private industry or for those to be permanently employed in the shop?"
7. "How can a shop reconcile its need for efficient production with the goal of moving efficient workers into private industry?"

Aside from agreeing that the shop should serve the dual purpose of providing employment as well as training facilities for outside placements, there was a division of opinion as to what should be the workshops' primary objective.

Some felt that a good industrial workshop operated efficiently and with sound business principles for the benefit of the majority of the blind is the right approach, while others thought that a workshop's primary function is to act as a stepping stone to placements in outside Industry.

The discussion brought out many problems in addition to those listed. Such as, (1) Are

the procedures suitable for a small shop different than those for a large shop? (2) Should special facilities be provided for those who are specifically being trained for outside placement?

There are evidently too many problems connected with this topic to even begin trying to solve in just one short session.

The very keen interest that was so evident throughout the session should serve as a strong indication of the need for further meetings on this very vital topic.

GROUP B

*** ROBERT R. MOORE, Secretary**

Employment Counselor, Iowa Commission for the Blind, Des Moines, Iowa.

Section B held its meeting at 2:00 the afternoon of July 13 in the South American room of the Statler Hotel. Robert Moore, section secretary, introduced Hiram Chappel, vocational rehabilitation specialist from the staff of the federal office of vocational rehabilitation, who substituted for Jack Raithel as meeting chairman.

Four papers, all dealing with different aspects of rehabilitation in the field of agriculture, were presented.

The introductory paper, prepared by George H. Stewart, rural counselor for the vocational rehabilitation service for the blind in the state of Ohio, entitled "The Project Method of Agriculture vs. the Diversified Agriculture Plan," was read by Paul Chappel. After explaining that under the project system the farmer concentrates on the raising of one product and that under the diversified agriculture plan he may combine many projects in his operations, Mr. Stewart pointed out that frequently a farmer gains enough experience and capital with the project method to enter the diversified agriculture field.

Mr. Stewart also cited several instances in which blind men are farming successfully, and went on to point out various avenues of help which are available to blind farmers.

The second paper, entitled "Assistance Available to Blind Farmers Through the Services of the County Agricultural Agent," was presented by Joseph Beard, county agent from Fairfax, Virginia. Mr. Beard pointed out that there are county agricultural agents in each rural county throughout the United States and its possessions and most of the urban counties, their duty being to assist the farmer with problems, be he sighted or blind. He listed twelve ways in which a county agent could be helpful to a blind farmer, among them such things as laying out of fields, buildings and equipment, selection of breeding stock, help in the exchange of equipment and labor, etc. He made several practical suggestions as to how a farmer without sight can care for chickens as efficiently as his sighted neighbors, and suggested that the blind farmer loan a piece of machinery or equipment in exchange for labor and assistance in harvesting his own crop.

The third paper, "Helping People to Help Themselves", was presented by Mr. T. P. Shreve, insured mortgage specialist of the Farmers Homes Administration. Mr. Shreve pointed out that the objectives of his organization and that of his audience were the same—to help people, the Farmers Home Administration having been set up in 1934 to help those whose credit is impaired. Mr. Shreve explained the various phases of their program and suggested that one of their 1600 FHA supervisors be consulted in dealing with financial problems of blind farmers. The final paper by Mr. William Roberson, Virginia Division Manager of Kasco Mills, gave a comprehensive report on the commercial broiler industry. He outlined the history of its growth as well as giving detailed information concerning the actual operation of such a project, pointing out the reasons for success and failure in this field.

A brief discussion followed the presentation of the papers.

At the business meeting, presided over by W. S. Wood, board member, the following

* Visually Handicapped.

officers were elected: Arthur Voorhees, Vocational Rehabilitation Specialist, Office of Vocational Rehabilitation, board member to serve for four years; Norman Yoder, Supervisor, Rehabilitation Services for the Blind, Ohio, chairman for the next two years; and Winfield S. Rumsey, Director of Vocational Services, Industrial Home for the Blind, Brooklyn, New York, secretary for the next two years.

GROUP C

* MRS. JULIET BINDT, Secretary
Field Worker, Field Rehabilitation Services, State Department of Education
San Francisco, California

Group C., for Home Teachers and Social Workers, met on the evening of July 13th under the Chairmanship of Howard H. Hanson, Director, Services to the Blind, Pierre, South Dakota. Many of the Group's 206 members were present as well as guests. Two formal papers were presented.

"Recreation for Blind Adults" by Charles E. Buell, Ed.D., Athletic Director, California School for the Blind. Following his paper, Dr. Buell directed the group in several games and passed out four mimeographed sheets of rules for games.

"Should A Home Teacher Be A 'Jack-of-All-Trades' in Work for the Blind?" was the topic of Joseph F. Clunk, Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind. The discussion that followed showed both agreement and disagreement with some of Mr. Clunk's conclusions.

In the Group's business meeting, M. Robert Barnett said that the American Foundation for the Blind is still trying to work out plans for having a consultant for home teaching services. The funds are available and it is hoped that definite plans can be announced in the fall.

Miss Marie Busch, Chairman of the Handicraft Committee, announced that her committee was still consisting of the handicraft chairmen from the four Conferences of Home Teachers, and that they plan to continue along the same lines. The committee wondered if home teachers might prefer having a list of available patterns rather than having the patterns written out in the "Handicraft Supplement" to "The Home Teacher Magazine". The Group expressed preference for the present plan.

The Group still would like to have an ink print edition of "The Home Teacher Magazine", in addition to the Braille edition, for sighted professional workers.

At the 1952 meeting, the Director of the Hadley Correspondence School for the Blind had said that if there was enough demand, there could be a Braille correspondence course on the anatomy and pathology of the eye which would satisfy the requirement of the A.A.W.B. Certification of Home Teachers Board. Apparently there had not been enough demand for such a course but the Group instructed its Chairman to make further investigation as to the demand for, and practicability of, such a course.

Some members of the group said they were using "Touch Typing in Ten Lessons" in the recorded edition and finding it helpful.

A motion was passed to ask the Library of Congress to put into Braille the new book of Helga Lende, "Books About the Blind."

The Group sent word to the A.A.W.B. Board that it would like to see Marie Busch nominated for an executive committee office.

Group C. elected: Miss Patricia Stone of North Carolina as its representative on the A.A.W.B. Board to serve for four years: Bob Langford of Pennsylvania as its Chairman for a two-year term; Miss Helen Vargo of Arkansas as its Secretary for a two-year term.

* Visually Handicapped.

GROUP D

* JAKE JACOBSON, Chairman
President, Virginia Association of Workers for the Blind, Portsmouth, Virginia

Group "D" held its regular session on the afternoon of Monday, July 13, 1953 in the Pan-American Room. Jake Jacobson, Chairman presided and Miss Helen Scherer, secretary was present. Mr. Charles D. Grover, a member of the Board of Directors from Group D was ill and was not in the attendance at the convention.

The first order of business was to elect new officers and directors for Group "D". Mrs. Raymond M. Dickinson of Chicago, Illinois was elected Chairman of the group for a two-year term; Miss Helen Scherer from the American Foundation of the Blind from New York City, New York, was re-elected secretary for a two-year term; and Jake Jacobson, President of the Virginia Association of Workers for the Blind of Portsmouth, Virginia was elected to the Board of Directors for a four year term to represent Group "D".

Mr. Raymond M. Dickinson, Superintendent of the Illinois Industrial Home and Services for the Blind delivered a very interesting paper entitled, "How Can Professional and Lay Persons Assist in Recapturing the Humanitarian Spirit in Work for the Blind".

After the paper, which created much interest, a full discussion of the topic was held. The paper had so many points of interest and of value that it would do an injustice to go into it here.

The members attending the procession urged all members of the American Association of Workers for the Blind to read this paper carefully and it was suggested to Mr. Dickinson that a copy of his paper be sent to the welfare agencies.

The meeting adjourned 4:30 P.M.

GROUP E

MRS. KATHRYN C. BARKHAUSEN, Secretary
Director, Division of Services for the Blind, State Department of Public Welfare
Denver, Colorado

Mr. H. B. Aycock, Director, Division for the Blind and Sight Conservation, Department of Public Welfare, Baton Rouge, La., Chairman, called the meeting to order at 9:15. Approximately 100 attended the meeting which filled the room to capacity and included a number of parents of blind children, an ophthalmologist, a pastor, 15 nuns, case workers working with preschool blind children and other staff members from statewide and private agencies. The room proved to be entirely inadequate and even after bringing in chairs to fill every available space, there was not enough room to accommodate many belonging to Group E and others who wished to attend.

Miss Pauline Moor, Consultant on Education, American Foundation for the Blind was introduced by Mr. Aycock, and gave a very comprehensive paper on Meeting the Needs of the Preschool Blind Child and his Parents—A Nation-wide Obligation Today. She spoke of the psychological impact on the parents and the problems they and the child face and listed as the three basic needs of children and of their parents to be kept in mind, as follows:

1. That the blind child is first a child and can benefit from practically all the services which are primarily for children and their families, i.e., casework service (child welfare, family service) nursery schools, child guidance clinics, well-baby clinics.

2. That any service to be of value, must recognize the blind child as an individual,

* Visually Handicapped.

with the same needs as any growing child, and his parents also as individuals who react in their present experience in relation to, or in terms of, all their life experiences up to this time.

3. That services should be conducted by persons who have the professional qualifications which enable them to serve blind children and their parents adequately and appropriately.

As resources for meeting these needs, Miss Moor suggested the following:

1. Home counseling
2. Casework service
3. Institutes for parents
4. Nursery schools
5. Play therapy
6. Parents organizations
7. Research
8. National conference in behalf of preschool children
9. Training institutes for workers

Mr. George Meyer, Executive Director of the New Jersey Commission for the Blind, Newark, N. J., commented on Miss Moor's excellent paper and then gave a very comprehensive description of the New Jersey program for the preschool blind children. He emphasized the tremendous increase in the number of preschool blind children in the last few years and stated that the principal services provided are group institutes, counseling, segregated and non-segregated nursery schools. Mr. Meyer stated that he felt the ophthalmologists should encourage parents to get in touch with the local agency early. Parents find encouragement by meeting with other parents having similar problems and exchanging experiences.

Mr. J. M. Wooly, Superintendent of the Arkansas School for the Blind, Little Rock, Arkansas, also commented favorably on Miss Moor's paper and said he was vitally concerned with the interest shown in working with the preschool, blind child because most of them will be going to school when they are 5½ to 6 years old. He stated there is no hard and fast rule, but in his opinion every child does not need to go to nursery school. Mr. Wooly urged workers not to deviate from so-called norm just because the child is blind. He also warned against showering too much attention on parents lest they may become convinced that their child needs more specialized attention than is necessary. Mr. Wooly said he felt that with good common judgment of parents of blind children, they will find and provide adequate care of their child, especially if they have good counseling. Mr. Wooly said that uppermost to keep in mind is that the child is an individual and entitled to develop in as nearly a normal way as possible.

Mr. Aycock thanked the members of the panel for their contributions and said he would like to emphasize the need for agencies not to "make the exceptional, more exceptional" and then opened the meeting for discussion.

The questions asked were pertinent, among them being—how we get referrals; when should the blind child be told he is blind; and when a child does not talk at the age of 3½ years, what should be done. To these questions, replies were given, that referrals come from many sources including ophthalmologists, clinics, newspaper publicity requesting registration with an authorized agency, and from other parents, neighbors or friends. As to when is best to tell the child he is blind and by whom, Miss Moor said that this varies as to age and that parents should be realistic in answering the child's questions as they arise. She said that some even as infants can feel they are different—there is no cut and dried rule. When a child is slow in learning to talk he should first be taken to a doctor to determine if there is any physical reason for it and if not, he may just be slow because of emotional strain, or his every wish is anticipated, or it may even be because the mother talks too much.

Rev. Stewart N. Dale, Director of work among the Deaf and Blind of the Evangelical Lutheran Church, Minneapolis, Minn., stated he felt the clergy has a definite contribution to make and the clergy as well as the agencies are at fault for not bringing the clergy into the field more extensively.

In the final analysis it was stressed that child development varies from child to child and there may be no basic reason for concern if the blind child is slow in talking or walking.

At the conclusion of the discussion, the members of Group E remained for a short business meeting at which Harry E. Simmons of Florida was elected Chairman and Kathryn C. Barkhausen of Colorado was re-elected Secretary, to serve for two years.

GROUP F

ELIZABETH L. HUTCHINSON, Secretary
Vice-President, The Seeing Eye, Inc., Morristown, New Jersey

Group F met Tuesday morning, July 14th with its Chairman Mr. Johnson presiding. It was well attended not only by members but also by those belonging to other Groups. Election of officers was held and Arthur V. Weir, Managing Director of the Canadian National Institute for the Blind and Eugene Morgret, Assistant Managing Director of National Industries for the Blind, were unanimously elected to serve as Chairman and Secretary respectively, for the next two years. Colonel E. A. Baker, Director of the Canadian National Institute for the Blind continues to serve for two more years as Board Member Representative of Group F.

Mr. Johnson welcomed those present and had read the motion made at the 1952 session of Group F when it was moved and carried "that a committee be appointed by the Chairman of Group F to study Criteria and Standards for the Ideal Agency. This committee is authorized to consult with other groups of the convention as desired. The committee is to report back to Group F at the next convention. The ultimate aim is to bring the results before the Board of Directors of the A.A.W.B. next year." (1953) In accordance with this motion Mr. Johnson subsequently appointed M. Robert Barnett, Executive Director of the American Foundation for the Blind as Chairman of the committee.

After the reading of the motion from last year's Minutes, Mr. Johnson asked Mr. Barnett to introduce the members of his committee and to continue with his report. Mr. Barnett prefaced his remarks by saying that this study was so closely allied with the report of Study Committee on Principles and Standards of Public Relations and Fund Raising for Agencies for the Blind, of which he was also Chairman, that he had asked this committee to give its report at the General Session Tuesday afternoon July 14th when the report of the other committee was to be given, and that it was prepared to do so if the assembled members approved. A motion to this effect was moved, seconded, and accepted.

Mr. Barnett then presented Miss Roberta Townsend, National Industries for the Blind, whose topic was "Criteria and Standards in Services for the Blind" and Colonel E. A. Baker, who submitted a "Plan for the Preparation and Publication of a Manual of Useful Criteria and Standards for the Guidance of Agencies Serving the Blind." Both speakers were members of Mr. Barnett's committee and the papers are printed in full elsewhere in the Proceedings of the convention so they are not summarized in this report.

Of importance were two motions made by Colonel Baker, One: "That we, the Members of Group F of the American Association of Workers for the Blind in convention assembled, do now earnestly request our Board of Directors to seek the necessary ways and means of providing a Manual of Useful Criteria and Standards for the Guidance of Agencies serving the blind and that our Board of Directors be requested to appoint a sub-committee to guide and consult in the collection and preparation of material appropriate for such a Manual."

Before action was taken on this Motion of Colonel Baker, Eugene Morgret moved that the following amendment be added to it: "That the Committee responsible for the preparation of the Manual also be responsible for appropriate and continuing revision." The motion and its amendment were carried unanimously, as was Colonel Baker's second motion: "That our Board of Directors should consider the desirability of inviting the American Foundation for the Blind, whose establishment as a research agency was sponsored by this Association to serve us in this

extremely important project. A special Consultant Committee appointed by our Board of Directors could render valuable service in consultation surveys with the Foundation to ensure the development of a fundamentally sound and effective Manual, for the guidance and use of organizations and workers for the blind, both present and future."

Mr. Johnson expressed his pleasure and thanks for the cooperation given him by the Group and wished the incoming officers success during their terms. He also suggested that consideration might be given to appointing a Nominating Committee when the election of officers is due. A motion was moved and accepted that "the assembled members express their appreciation to M. Milton Johnson for his leadership of Group F as their Chairman during the last two years" by a standing vote of thanks. Miss Townsend also asked for an expression of thanks to the Secretary.

GROUP G

EGBERT N. PEELER

Superintendent, North Carolina State School for the Blind and the Deaf, Raleigh, North Carolina.

The first part of the session for Group G consisted of a report from Dr. Romaine Mackie on a study that is being made on the qualifications and preparation of teachers of exceptional children. The study which has been underway for the past twelve months is not yet completed and only a preliminary report could be made. Dr. Mackie submitted some of the results of a questionnaire which was mailed to a number of teachers of blind children. On the questionnaire the teachers were asked to rank, in order, the particular qualifications they considered most important in performing their duties as teachers of blind children. Dr. Mackie was assisted in this presentation by Mr. Dunn, a graduate student of the University of Illinois who is handling most of the mechanics of the study. The teachers of the blind children listed the following items as being of first importance to a teacher in her effort to bring the children the proper type of training.

1. The ability to recognize individual differences.
2. The ability to encourage and create situations in school in which blind children have opportunity to associate naturally and freely with children of normal vision.
3. The ability to recognize possible causes of social and emotional maladjustment and to plan courses of action at alleviating these.
4. The ability to create a classroom atmosphere that is conducive to good mental health.
5. The ability to develop and prepare worksheets and experience stories in braille.
6. The ability to help blind children develop acceptable patterns of personal hygiene and behavior.

The teachers listed many other teaching qualities, but all of them were similar to those listed above. That is, the teachers restated their belief in the necessity for teaching the total child to be as normal as possible under all circumstances. Actual technique in the teaching of specific school subjects was not considered as important as the ability to understand and to help the student with emotional problems.

The second half of the program for Group G consisted of a panel discussion with Robert H. Thompson, of Missouri, Paul J. Langan, of Kentucky, and Edward J. Waterhouse, of Perkins as participants. The discussion centered around the topic, "What our residential schools for the blind are doing and what might they do to improve their total program so as to best prepare our graduates to lead satisfactory lives and to succeed in a sighted world." The members of the panel presented a variety of problems connected with school work and certain solutions which had been considered successful. These included the following.

1. Bringing the outside world to the classroom.
2. Taking the child to the community.
3. Pupil participation in classroom projects and activities.
4. Cooperation with local high schools.
5. Teaching the child independence through travel instructions.
6. The proper number of children in each classroom.

The discussion was spirited and the comments were plentiful. As one person presented a problem another offered a solution. The major portion of the discussion centered around the first three items, all of which are a part of the job of making all class work attractive to the children. A child that is stimulated by good planning on the part of the teacher learns a great deal more than one that is not stimulated in activity or in thought. It was agreed that classrooms must always be filled with evidences of acivity. If the children are talking about tadpoles, there should be tadpoles in the classroom. In a like manner there should be airplanes and dolls that wear diapers.

Members of the group elected new officers for the next two year term. Mr. W. E. Allen of Texas was elected Chairman, and Mr. Edward J. Waterhouse of Perkins was elected Secretary.

GROUP H

NELSON COON, Secretary

Librarian Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts

Section H meeting was called to order at 2:15 by Chairman Howard M. Liechty. On roll call 25 of the total section membership of 50 were found to be present plus more than 75 other convention delegates. This was probably the largest meeting of the group ever held and the most harmonious, as well.

The announced program was changed slightly to permit early discussion of problems of mailing braille and especially braille letters and classroom material. Mr. Donald Hathaway of the Hadley School led this discussion to which contributions were made by two members of the Post Office department. The Hadley School has made a survey of the various ways of mailing hand-transcribed sheets and it was their opinion that the flat method was best. Remarks from the floor were not in complete agreement and the conclusion seemed to be that the main thing was to protect the braille from undue direct pressure.

Under the heading of mailing privileges a motion was proposed by Michael Geffner asking that the Section go on record as endorsing the proposed Postal Convention introduced at the 1952 Brussels Conference whereby Braille would be accorded free mailing privileges between all contracting nations. This motion was passed and ordered transmitted to the Resolutions Committee of the Convention.

Under the leadership of the Section Secretary, Nelson Coon, the next subject discussed was that of Book Selection for Junior Readers. The need was revealed for more supplementary reading for school children. An *On-the-spot* report by Mr. Patterson of the Library of Congress revealed that there are well-laid plans for meeting this need, and after comment from the floor indicated satisfaction with such plans, the meeting proceeded to the next topic.

Mr. Hathaway took the floor for the second time to introduce the problem of the supply of recorded and embossed books for college students. Here again a general discussion provided helpful information which would indicate that the needs can be supplied through the use of volunteer services and through the shortly forthcoming new catalogue of hand-copied books, to be issued by the Library of Congress.

The final and most lengthy discussion was on the subject of the wisdom of the continued circulation and use of books in the MOON

system. Mr. Coon lead off with a prepared statement on the present use of Moon and indicated the need for having this section make recommendations that would serve as a guide to the Library of the Congress and the circulating librarians. Extremely pertinent remarks were then made from the floor by Messrs. Atkinson, Beath, Liechty, Patterson, Mrs. Bindt and others, and before the discussion closed there seemed to be almost unanimous agreement that the Moon System still has great values in the rehabilitation of the newly-blinded adult and that the teaching and use of Moon should be encouraged in every possible way. From this discussion came a Resolution to be submitted to the general body of the convention proposing that organizations and schools for Home Teachers take note of this feeling and incorporate more teaching of Moon into their curricula. (N.B. This resolution was adopted by the convention and appears on another page.)

The Chairman then called on Mr. Beath of Canada for a report on the work of the Braille Standardization Committee, which showed that real progress is being made in a general atmosphere of world cooperation and without outmoding work previously done.

The section then proceeded to the election of officers. Mr. Donald G. Patterson of the Library of Congress was nominated for Chairman and duly elected and Nelson Coon was re-elected for Secretary, both for a period of two years. The outgoing chairman, Mr. Liechty, spoke briefly of his appreciation for the cooperation of members of the group and then turned the figurative gavel over to the new chairman, who adjourned the meeting promptly at 5 P.M.

GROUP I

* GORDON L. JOYNER, Secretary

Placement Supervisor, Virginia Commission for the Blind, Richmond, Virginia

Chaired by Mr. William Hathaway of the Delaware Commission for the Blind and moderated by Mr. W. J. Strickland of the North Carolina Commission for the Blind, the meeting of Group I—Business Enterprise Specialists for the Blind, was held on Monday Evening, July 13th, in the Presidential Room.

Mr. Gibson L. Smith, Manager, Real Estate Department, Belk Stores, Charlotte, North Carolina, opened the program with a discussion of, "What Industry Expects of a Blind Concessionaire." Drawing from his experience with the vending stand operated by the North Carolina Commission for the Blind at the central office and warehouse of Belk Stores in Charlotte, Mr. Smith pointed out that the service being offered to his company by the blind concessionaire has met a need which had been completely overlooked in original plans for construction of the building and which indeed, the company itself felt unqualified to satisfy. According to Mr. Smith the Agency's requests for permission to offer a service of this kind to employees of his company was presented strictly as a business proposition and received from him the consideration that any business proposition would receive. Was there a real need for the service? Yes, there was a real need for the service. Was a visually handicapped person competent to offer the service? Yes, a properly trained visually handicapped person was competent to offer the service. Who would finance the equipment and stock? It would be the responsibility of the Agency to finance the equipment and stock. Would supervision of the concession involve a burdensome responsibility for the company or would it be the Agency's responsibility? Supervision would be the Agency's responsibility. Mr. Smith approved the concession and has never regretted that he did.

In discussing "How General Services Administration Will Cooperate to Expand the Vending Stand Program Operated by Agencies for the Blind," Mr. Charles A. Peters, Director of Buildings Management Division, Public Buildings Service, General Services Administration, spoke from sixteen years of experience with the vending stand program in Federal buildings, as established under the

* Visually Handicapped.

Randolph-Sheppard Act when there were but a half dozen vending stands operated by blind persons in the District of Columbia, stands which, for the most part, were improvised affairs of makeshift construction, unattractive in appearance and possibly not very sanitary. Mr. Peters traced the history of the business enterprise program to its present level of development with 51 stands in District buildings under control of his Agency and a total of 170 including buildings outside of Washington. While post war retrenchment in Government operation has been responsible for the loss of some locations obtained during the peak years of World War II, Mr. Peters felt that such losses need only be temporary if Agencies for the blind are alert to the situation. As General Services Administration's contribution toward maintenance and expansion of the business enterprises program, Mr. Peters pointed out that the standard manual covering the design of Federal buildings provides for a special room properly equipped to house a vending stand to be operated by a blind person in each new Federal building to be constructed by the Public Buildings Service of the General Services Administration. For personnel of Agencies for the blind Mr. Peters made two specific recommendations which, in his opinion, would do more to further the business enterprise program than all laws, rules and regulations which might be developed. I shall quote verbatim from Mr. Peters' recommendations:

"First, get acquainted with the building operating people having control of the buildings in the area you are interested in. They are human beings who would like to help their fellow man as much as you would. But, they have problems too. Learn what their problems are and perhaps you can help solve those problems.

"Second, don't insist on winning every point because you feel you are right and everyone else should give in to your opinion. Remember, one stand or one battle is not the important thing. The really important thing is to have a good program with as many stands as possible doing a job that is not only acceptable to all parties concerned, but a program which will continue to live and grow as the result of the combined efforts of many interested parties."

Mr. Hulen C. Walker, Legislative Analyst, American Foundation for the Blind, Washington, D. C., speaking on "Statutory Suggestions for Strengthening the Business Enterprise Program for the Blind," pointed out that Public Law 732 (commonly called the Randolph-Sheppard Act) has not been amended since its passage in 1936. Mr. Walker reminded us that all laws must from time to time require certain changes. Many attempts have been made to draft amendments to this Act but as yet no changes have been made. Therefore, it is reasonable to assume that perhaps some day a part or all of the necessary amendments will be enacted into law thereby strengthening the vending stand program in Federal buildings. Mr. Walker proposed four changes which he felt would greatly strengthen the Act:

(1) Amend the original Act to change the phrase "Federal Buildings" to "Federal Properties".

(2) A most important change would be to insert the necessary wording so as to classify merchandising machines as concessions to be operated by the blind.

(3) The final authority for locating a vending stand or a vending machine to be operated by the blind should be transferred to the department administrating other phases of work for the blind.

(4) Clarify the definition of blindness and outline a more definite financing method.

During the business meeting of Group I at the conclusion of the scheduled Monday evening meeting Mr. W. J. Strickland, North Carolina Commission for the Blind, was elected chairman for the next two years. Mr. Gordon L. Joyner, Virginia Commission for the Blind, was re-elected secretary.

REPORT OF STANDING COMMITTEE ON MUSIC

* HERBERT C. TRENEER, Chairman

Chairman, Advisory Music Committee, Canadian National Institute for the Blind
Toronto, Ontario

The general meeting sponsored by your standing committee on music was held on Tuesday, July 14th at the scheduled time and place.

During this meeting the following three papers were read and discussed. 1. "Teaching music in an English public school: an exercise in the art of living." Miss Anne Burrows, Edmonton, Alberta. 2. "Teaching music to pupils in Detroit braille classes," Miss Marie Sprengle, Detroit, Michigan. 3. "A survey of the education of piano tuners in schools for the blind." Mr. Connie Anderson, Columbus, Ohio. Due to the inability of Miss Sprengle and Mr. Anderson to attend the conference, their papers were read by Mrs. E. C. S. Simpson, Secretary of our Standing Committee on Music.

Mr. Herbert C. Treneer, Toronto, Ontario presented a report on the establishment of the Louis Braille Music Institute of America Inc. based on an article by Leopold Dubov which appeared in a recent issue of the Braille Musician. This was followed by a brief address delivered by Mr. Albert Gorson, managing editor of the Braille Musician, and executive director of the Louis Braille Music Institute of America Inc. who stated that the publication of the Braille Musician had been taken over by his organization and that its circulation would be eventually expanded so as to include both professional and amateur musicians. A further objective is the publication of the magazine on a monthly basis instead of bimonthly as at present. Mr. Gorson also informed us that an initial twenty albums of Columbia music recordings with braille labels and jackets will be sold through his organization to blind clients at a probable cost of less than fifty per cent of the listed price.

Mr. Jesse Anderson, chairman of the music committee of the western conference of home teachers reported that a braille bibliography is being prepared listing the various types of braille music and the sources through which they may be obtained plus additional useful information in the field of music. Those who wish to secure further details concerning this project are invited to address their enquiries to Malcolm Medler, Oregon Commission for the Blind, Portland, Oregon.

One of the highlights of the meeting was a discussion on mediums through which the Standing Committee on Music of the A.A.W.B. might cooperate more fully with the music section of the A.A.I.B. It was pointed out by Mr. Treneer that one accomplishment already achieved in this direction was the fact that four of the six members of our Standing Committee on Music were also members of the A.A.I.B., and that three of these were members of the A.A.I.B. music section. One concrete result of his discussion was the appointment of a committee consisting of Mrs. E. C. S. Simpson of Toronto, and Mr. Harry Ditzler of Alamogordo, New Mexico respectively representing the A.A.W.B. and the A.A.I.B. with the objective of discovering ways and means of making available to each group papers, reports and information which would prove of mutual interest and benefit to all concerned.

On Wednesday, July 15th a second general meeting was held. At the meeting the Workshop Method was discussed with special reference to its advantages, disadvantages and feasibility as applied to the A.A.W.B. No final conclusions were reached during this discussion and it was agreed that a further discussion of this subject should be held at some subsequent meeting.

A second discussion dealt with the extent to which private and governmental agencies for the blind may or are collaborating with schools for the blind in finding employment for graduating professional musicians and piano tuners. Mr. Rodenberg of Jacksonville, Illinois reported that the rehabilitation agency of his state collaborates with the Illinois School for the Blind in

* Visually Handicapped.

rendering assistance to its graduates in various practical forms. Mrs. Simpson of the Canadian National Institute for the Blind stated that similar relations exist between the C.N.I.B., and the Ontario School for the Blind.

During the meeting of Tuesday, July 14th your Standing Committee on Music reported that it had failed in its second attempt to secure a minimum of fifty members set by our board of directors for the establishment of a music section in order to ensure that it would function as a permanent unit of the A.A.W.B. if and when an amendment to our existing constitution permitted its establishment. The chief reason for this state of affairs was the considered opinion of those who participated in the effort gleaned from musicians and tuners who were canvassed that the expense entailed in attending the A.A.W.B. conferences precluded their active participation in the music section until such time as agencies for the blind are able and willing to sponsor their attendance.

A resolution dealing with this subject was moved, seconded and approved by those present which will in due course be presented to our board of directors for their consideration.

During the July 15th meeting it was agreed that your Standing Committee on Music should request that we be allotted one half hour of one of the general sessions of the 1954 A.A.W.B. conference for the presentation of a fifteen minute paper dealing with some topic appropriate to our group, to be followed by a fifteen minute musical program performed by one or more competent blind artists. This program to be prepared by your Standing Committee on Music. The above suggestion will be submitted in writing to the chairman of the Program Committee.

Your Standing Committee on Music held its private annual business meeting on Monday evening, July 13th to transact routine business.

PAPERS PRESENTED AT

GROUP MEETINGS

THE PROJECT METHOD OF AGRICULTURE
vs.
THE DIVERSIFIED AGRICULTURE PLAN

GEORGE H. STEWART, Rural Counselor,

Vocational Rehabilitation Service for the Blind, Division of Social Administration
Department of Public Welfare, Columbus, Ohio

In February 1953 I received a request from the Chairman of Section B to present this subject to you.

This is a national group; in fact, our work is of international interest when we think of the many visitors from foreign shores we have had the privilege to entertain and conduct over our particular area of work. For this reason, I decided to enlist the aid of several extension departments of agricultural colleges and universities.

Unfortunately, most were without any idea of how to meet the problem of visually handicapped people in the operation of any type of rural endeavor. I wish to make this point clear, it is not my intention to criticize these schools in any way; rather, I think it points out that we have a job to do in interpreting our program to the Extension people and any others in the colleges who may not be familiar with our program.

An example of the misconceptions which colleges have as a result of our program being improperly explained to them is the following case: A student in the School of Agriculture was advised to take Economics as a major. This advice was given in the spirit of helpfulness but was of no value to the student since he had the desire and background of experience that fitted him for an agricutural occupation. As a result of the rural counselor working as liaison between Rehabilitation Services for the Blind and colleges of agriculture, the college has a better understanding of the problem, and further decisions regarding courses of study will not be made without first consulting rehabilitation counselors who are informed of the abilities of blind persons and are experienced in placing them in the occupations of farming.

Personally, I would shy away from any course in which the major did not require practical application of the work taught in order to obtain credit. Since all of the colleges do not have the physical facilities for giving this type of instruction, the courses might be limited for the most part to those such as livestock and management, bee keeping, horticulture, poultry, and green house and nursery work.

At this point I would like to discuss the project method and the diversified farming plan separately: Although there are many factors common to both, each must be con-

sidered separately and the abilities of each individual client must be matched to the requirements of the operations involved in carrying out the duties and responsibilities of the occupation he has chosen. For example, a person engaged in the operation of a rabbit project would usually be required to do most of the work including the physical labor as well as managing his business, while a person operating a general farm on which a diversity of projects were conducted may be required to act as manager, planner, supervisor, laborer, and businessman.

Regardless of the method of farming the client pursues, there will be times when he will suffer financial losses. To meet the competition as we know it today, a farmer, whether an operator of a project or a diversified farm, must know his markets so well that he can dispose of his products at a profit. However, if he is trained in the business and is willing to work hard, he will be able to overcome the economic barrier that usually confronts farmers today.

Project Method of Farming

In my opinion some of the projects that come under this method of farming are raising poultry (broilers or laying flock), cattle (dairy or beef), hogs, sheep, goats (milk or hair), rabbits (meat or fur) and game birds. There are no doubt many others.

This type of farming is frequently conducted in or adjacent to the farm building which houses the project. In this type of farming, the project method, he can do most of the work in preparation to setting up his operation (carpentry, plumbing, electric wiring) and handle necessary stock and equipment with the minimum of sighted assistance which he would need to detect disease and treat minor ailments. By paying attention to his job he will acquire "know how" in the handling of his stock and equipment and can arrange his layout to best meet his needs and ability to travel about the farm.

We have with us on this program today a man who is well informed and experienced in the project method of farming. He is Mr. William Roberson, Virginia Division Manager, Kasco Mills. He will outline the possibilities in poultry farming. He has really been through the mill and can show you that with proper knowledge and scientific approach to the raising of poultry, the opportunities for going into the business are good.

There is still another project that has been successfully operated by a partially sighted man in the State of Ohio which I think is worthy of mention. It is that of "contract" work on the farm. Although this man had been successful in the business of raising broilers he saw greater opportunities in this new field of work and sold his poultry business. He bought a hay baler, forage harvester, combine harvester, and a tractor, and began contracting to do the harvesting of crops for farmers in his community. He hired a man full time with extra help in season and his first year averaged $75 weekly for himself. Since that report he has contracted for the work on several other farms and it is reasonable to assume that his income has increased considerably.

Diversified Method of Farming

Next let us consider the diversified method of farming. I once had an instructor who said "A farmer must be a 'Jack-of-all-trades' and a master of some and in so doing he will be able to cut down in operating costs in many ways." Certainly this is true of an operator of a diversified farm.

This method of farming naturally is more difficult to get started than a single project as it requires a greater amount of capital. Often a person is unable to rent and would therefore be required to purchase land, livestock, and equipment. Persons making a beginning in farming seldom have the initial money or tangible assets from which to get started. Unless the person has had considerable experience or training and possesses managerial ability he is unable to successfully carry on the activities of a diversified farm profitably. Many persons acquire this experience and accumulate initial capital from the efforts expended in the development and operation of a project. Frequently they expand their efforts and develop their project into a diversified plan of operation. There are many combinations that make up a diversified farm. Some of these are: stock, hay, and poultry farming; fruit and vegetable farming with custom cannery; fruit, alfalfa, and bee farming; cotton, corn and hog farm-

ing; hay, stock, and poultry farming; sheep, hog, and dairy farming; wheat, cattle, and hog farming.

Both blind and partially sighted persons are known to have operated farms of this nature in various parts of the country. This does not mean that they perform every task that is required of farmers engaged in this type of farming nor that these are the only types of farms that they can operate successfully.

One client with whom I have worked has 3% vision and does all of his field work except plant and wheel hoe or cultivate his corn the first time and of course does not drive the farm truck. He belongs to the Dairy Herd Improvement Association and the monthly records are made out by the tester. This practice is acceptable to the breed association.

I could give many examples of blind and partially sighted farmers who are profitably operating various combinations of farm projects in the State of Ohio and am certain this is true in most parts of the country.

In closing I must not forget to emphasize the important role that the various county, State, and Federal agencies play in developing successful farm programs in this country. Among these are the Farmers Home Administration. On this program we have a representative of this agency, Mr. T. P. Shreve, who will explain to us the services provided by the Farmers Home Administration and how we may be able to take advantage of them, provided they are made fully cognizant of the rehabilitation program.

There are also many valuable services provided by agencies such as the Soil Conservation Service, the Production and Marketing Administration, Farm Credit Bureau, the Federal Land Banks and many others which are available to us. We should also become acquainted and associate ourselves with the Farm State Bureau, the Farmers Grange, and other organizations which represent the interest of farmers.

The State Department of Agriculture has a training program which is active in every State and stands ready to assist us with this problem, provided again that the rural counselor in the rehabilitation program fully informs them of the training needs of blind persons and assist them with the development of a training program whether a single project or a diversified plan, which can be matched to the skills and abilities of a particular client.

We also have with us today the county agricultural agent, Mr. Joseph Beard, from Fairfax County, Virginia. Remember county agents are our friends, helpers, and advisers. They will aid in any way they can if you will contact them and make known your needs. This applies to both the client and the counselor. Because of the county agents' knowledge of local conditions they are extremely helpful in evaluating the possibilities for an agricultural objective for a client.

It is my opinion that some time if we can get before the National Meeting of County Agents and make known our objectives we will find so many clients who have the desire and the ability to farm, that we will give the industrial counselors some real competition.

ASSISTANCE AVAILABLE TO BLIND FARMERS THROUGH THE SERVICES OF THE COUNTY AGRICULTURAL AGENT

JOSEPH BEARD, County Agent

Fairfax, Virginia

County Agricultural Agents do not as many people suppose work alone with soils, crops, livestock, and other similar projects. They work with people, all kinds of people, from all segments of our American Society, representing a partnership between National, State, and local governments and the Land Grant College providing services and education designed to meet local needs.

The long-range objectives of fitting production to market demands, increasing efficiency in agriculture and in community life

activities, improved methods of marketing, and the improvement of living standards continue year after year, although emphasis may be shifted temporarily to meet certain emergencies.

There are County Agricultural Agents in each rural county throughout the United States and its possessions and most of the urban counties. Home Demonstration Agents are usually in nearby or adjoining offices rendering the same type of services for the farm and home.

In rendering assistance to blind farmers the approach from a County Agent's point of view would be no different from that of any other group. Blind persons are just as normal as other persons. Too often they are classified by others, into two groups. Those who are supposed to sit around and be waited on continually—and—those who, because they lead normal lives and conduct a business or make their own living, are put in the classification of a genius. Those who have worked with blind persons know that this is not true and that, as a rule, they are average persons.

First, it is necessary to survey the situation. This is true of any project, person, or group that a County Agent works with. What are the capabilities of the individual you are concerned with? What are his likes and dislikes? What are the tools he has to work with? Has he land—buildings adapted to the project? Does he need credit to start or conduct the project? Does he need extra labor and is it available at the right time? Is there a market for the product produced, at a fair price that an individual can make a living from? These are typical questions that will flash through the County Agent's mind as he talks with any farmer concerning a farm or a farm project. Working out the answers to these questions with the blind farmer would also be typical of the assistance that a County Agent would render him.

A blind person with average intelligence is much easier to work with and learns faster than a person with sight but with low intellect. A person with sight will invariably look at the thermometer to see if the temperature is right for the baby chicks. The thermometer may not work properly, or it may not be placed at the proper distance from the floor to record the temperature nearest the chicks, but he will still depend on the reading he finds to determine the comfort of the chicks. The blind person will listen to the chirp of the chicks to determine the temperature of the brooder house, not at the position that the thermometer happens to be in, but at the position of the baby chicks. A blind person will feel and observe the position of the chicks when they are sleeping or resting, since they will sit close to the heating unit if they are cold and further away when they are too warm, while persons with sight will still depend on the thermometer, sometimes at expense of comfort to the chicks.

Everyone knows that a laying flock of poultry will consume a certain amount of feed each day and that feed consumption is fairly uniform unless sickness sets in or that there is a drop in egg production from some other cause. Feed consumption usually drops one or two days before egg production drops or the outward symptoms of sickness is noticeable. By measuring out just the right amount of feed needed each day and placing it in the feed hoppers early each morning the blind person will know that there is something wrong with his flock if any feed is left in the feeders from the day before. He can then call the County Agent or someone else to immediately make an early diagnosis so the remedial action can be taken before the trouble reaches an advanced stage or gets completely out of control. A person with sight will often wait until he sees outward symptoms of trouble before taking action. Sometimes this is rather late.

County Agents can assist in planning the layout of barns, equipment, and fields in order to save steps, provide a higher degree of safety for blind persons, and increase the efficiency of the operation.

He can train the blind farmer to anticipate what will happen to his crops and livestock and to take preventive measures before trouble occurs. It is best to spray before insect damage occurs. It is best to provide adequate nests before laying hens crowd and break eggs. Electric cords should be replaced before someone gets shocked.

The County Agent can drop by occasionally and observe these things. He can help the

blind farmer to anticipate what is going to happen. He can check with nearby neighbors and ask them to glance over the fields or flocks as they pass-by. He can take the Extension Specialists from the State College to the farm to assist in making surveys and in working out long-range recommendations. He can coordinate with the feed dealer, the hatcheryman, and others who visit the farm in making deliveries or in picking up produce so that points in management and technique will not be overlooked.

Sometimes the blind farmer will have a piece of machinery or equipment which can be loaned to a neighbor in exchange for labor and assistance in harvesting his own crop. The speaker knows of an instance where a blind farmer loaned his pick-up truck to a 4-H Club boy to haul his 4-H livestock to the County 4-H Fair. The boy, in turn, helped the blind farmer load his wool on the truck and then drove the truck, for the farmer, when the wool was taken to market. Another 4-H boy helped the blind farmer clip his sheep. The blind farmer then loaned his wool clippers to the boy, in order that he could clip his 4-H flock.

Briefly a County Agent could assist blind farmers in:

1. Making surveys and setting up a business.
2. Getting adjusted and oriented.
3. Obtaining credit.
4. Marketing.
5. Purchasing equipment and supplies.
6. Laying out fields, buildings and equipment.
7. Selection of breeding stock.
8. Care and use of livestock and equipment.
9. The prevention and control of diseases and insects.
10. Maintaining a proper balance in all phases of the farming operation.
11. In the exchange of equipment and labor.
12. Enlisting the support of others in the community to see that he lives a normal life.

These are typical examples of types of assistance that County Agents throughout the United States could give to blind farmers.

HELPING PEOPLE HELP THEMSELVES

T. P. SHREVE

Insured Mortgage Specialist, Farmers Home Administration, Washington, D.C.

I was pleased when again asked to appear before your group and tell you about the services of the Farmers Home Administration. I hope you may find some of them beneficial to you. You know the work you are doing, and our job in the Farmers Home Administration is similar. We both try to help people—Your responsibility is to help people whose eyesight is impaired, ours to help people whose credit is impaired. Our objective is the same—to be of service to mankind.

Perhaps you don't realize it, but we have been trying to help people for about 20 years—since 1934 to be exact. In the early 30's, due to economic conditions, prolonged drought and dust storms, agriculture was in a bad way. Farm mortgages were being foreclosed and farm families were leaving the land. In an effort to stop this exodus from the farms, the Congress, collaborating with the states, appropriated funds which could be loaned to distressed farm families. Their credit was exhausted and, if they were to remain or return to the farms, they must have needed operating capital to buy feed, seed, livestock, equipment, etc. That was the beginning, and we have continued to make operating loans over the years. Naturally, there have been changes in our policies in keeping with changing agricultural patterns, but our objective is the same—we still work with people in an effort to improve their economic status.

Because we have been successful in working with people, our functions have been expanded from time to time so we may be able to help more people eligible for our credit

and services. As I explain the various programs administered by the Farmers Home Administration, you'll readily appreciate the many opportunities there are for deserving farm families to help themselves through supervised credit.

There are two important points that I wish to stress and ask that you keep in mind. One—to be eligible for financial aid and guidance through our agency, an applicant must be or plan to be actively engaged in some kind of agriculture. Two—credit is available only to those who cannot get adequate credit elsewhere. We are not competitors of banks or other lending agencies or institutions.

Farmers these days come to the Farmers Home Administration for several kinds of credit. For instance, Operating Loans. A family, perhaps a veteran, may wish to get established on a farm, but does not have enough operating capital to get started. Others on farms may need some financial help to buy additional equipment to make their farms economic family-type units. So, funds are available to buy feed, seed, equipment, livestock, etc. Loans can be made up to $7,000. The interest rate is five percent, and the borrower has seven years in which to pay the loan.

Then, there is the Farm Ownership program. Such loans are available to purchase, enlarge, or develop family-type farms. For the past several years, more than fifty percent of such loans have been made to owners, who, because of mechanization and the changing agricultural pattern, must change their farming system. However, funds are available to tenants, sharecroppers, and others who have demonstrated their ability and wish to buy family-type farms. Funds for Farm Ownership loans are appropriated by the Congress, or furnished by private lenders, the mortgage securing the loan being insured by the Government. Loans for the purposes mentioned are amortized over 40 years at four percent interest. Borrowers are encouraged to manage their affairs in such a manner so that repayment can be made in a comparatively few years. Borrowers must get their loans refinanced through commercial channels just as soon as they are eligible for such credit.

Farm Housing loans. Such loans are made to farm owners, and the funds can be used for the construction and/or repair of farm houses and other necessary farm buildings. Loans are made for a period of up to 33 years at four percent interest, and are available only to owners who cannot get credit elsewhere.

The three mentioned are our major programs. We have four others. There is a Water Facilities program available in 17 western states. We administer a Disaster program to help the victims of floods, droughts, etc. in areas designed by the Secretary of Agriculture as Disaster loan areas. In certain areas of the United States, we make Orchard loans, and loans can also be made to farmers who raise fur-bearing animals. All the emergency loans are made for the purpose of helping farmers remain in the business of farming, but do not compensate them for losses sustained in production disasters.

There is considerable latitude in our programs. They must be flexible for there is a great diversification in agriculture, and the needs vary. This is equally true in your work. Many problems confront you. In talking to a group such as are congregated here, I don't believe it would be practical for me to try to describe at length any one of our programs mentioned. It might be of interest to some, not to others. Some may want more information about housing loans, others may want details about buying additional acreage.

Our programs were not designed to help all the people with whom you work, but there may be situations where we can render a service and, if so, we wish to cooperate to the fullest. We have helped handicapped people, including the blind. I'll attend some of your sessions, and want you to feel free to ask any question you wish when time is available; but, if you don't get all the answers, just remember Farmers Home Administration has more than 1600 county offices in the United States, and every county is serviced. No matter where you live, an FHA Supervisor is available to give you any assistance he can.

Now, you may be thinking of a family who live on and operate a small farm. Their house needs repairs and, if they had a poul-

try house, they could keep some hens which would help supplement their income. You ask—"Who should I talk to about the needs of this family?" I'd suggest that you talk to one of the 1600 FHA Supervisors I mentioned. Some service one county, others may service several. But, don't forget, a Supervisor is available to give you any help he can—you can be sure of that. You, too, may cover a large area. If so, this is important—arrange to see the Supervisor serving the county where the family live or plan to live. If you don't know the address of the Supervisor, ask your County Agent.

Now, let's assume that you have read the pamphlet about Housing loans, and you have decided that you have a family that you think might be eligible. You want to talk to the Supervisor. Let me make a suggestion. Supervisors are usually in their offices one day a week. Other times, they are out in the rural areas advising and consulting with the families in a supervisory capacity. You don't wish to make a trip needlessly, so, you'd better get in touch with the Supervisor by phone or through the mail, and make an appointment, then, plan to see him and frankly discuss the situation. If possible, take the man and/or wife in question along.

Like you, we have rules and regulations which we must follow. Bear in mind that we help families through loans and guidance, not grants. Funds borrowed must be used for specific purposes, and the loans, plus interest, must be repaid. Unless there is a reasonable chance of success for the family, the loan will not be made, and should not be made. In fact, if a family should incur a debt which they might not be able to pay, they wouldn't benefit. Don't you agree? But, you'll never know what opportunities exist until you have exhausted all possibilities in your effort to help the families.

I have here some leaflets, each of which describes a separate program administered by the Farmers Home Administration. Not knowing how many of you might want one or more, I didn't bring a supply, but Mr. Chappel is familiar with their contents and, should he desire to make a distribution, we will supply him with enough to meet his requirements.

I am delighted and honored to have had this opportunity to again meet and talk to you, and I hope that Farmers Home Administration may be helpful to you. We do have a mutual bond, for each of us has that God-given privilege of Helping People Help Themselves.

BETTER POULTRY MANAGEMENT AND ITS RELATION TO PROFIT

W. C. ROBERSON

Virginia Division Manager, Kasco Mills

Appearing here this afternoon to discuss with you some of the factors that govern *Success* or *Failure* in the production of broilers is quite an honor.

Originally, this talk was scheduled to be given by Ralph Dower, our Poultry Department Manager. Unfortunately for Ralph, *as well as the audience,* an emergency surgical operation prevented him from fulfilling this engagement. Mr. Dower is disappointed not to be with you to-day and has asked me to convey to you his regrets in not being able to take part in your program.

For several years I have had the opportunity to observe commercial broiler production in two of the larger broiler areas in the East, the Shenandoah Valley area and Delmarva area. In my association with the many broiler growers in these areas, I was always impressed with the growers who consistently produced birds at a profit regardless of the market or other unfavorable conditions. Likewise, I have often pondered over the large number of growers who failed to realize a fair return even under the best of conditions.

I have attempted to analyze some of the factors that cause some growers to succeed while others fail. But, before I outline these factors, I would like to take a few min-

utes to briefly review the history and growth of the broiler industry.

Thirty years ago this year, the commercial broiler industry had its start in Ocean View, Deleware. There, Mrs. Wilmer Steele, wife of a coast guardsman, started her flock of replacement pullets and sold this flock to a poultry buyer for early spring fryers in June of that year. The price Mrs. Steele received was 62¢ per pound. Realizing a nice profit on this sale. Mrs. Steele doubled her number of replacement chicks the following year and again sold the flock as early spring fryers.

From this humble beginning, emerged the broiler industry in the Delmarva area. Thus began a completely new segment of agriculture, an industry that has changed the lives of many people in large areas of the New England States, South Atlantic States, and the North Central area, as well as the far western states. In fact, every state in the union has broiler production today.

The development of the broiler business as a major segment of the poultry industry is the real "Horatio Alger Story" of Agriculture.

Actually, the real growth of this industry has only been in the past twenty years. Records show that in 1934, 34 million broilers were raised in the United States, with over 1/3 of these being raised in the Delmarva and South Atlantic areas. In 1936, 52 million broilers were produced, with Delmarva and the South Atlantic States making up about 1/2 of the production. In 1940, 143 million broilers were produced with Delmarva and the South Atlantic States again producing over 1/2 the number grown. In the World War Year of 1944, broiler growers responded to an urgent appeal of Uncle Sam to produce 265 million broilers. In 1948, after meat rationing was removed and the second World War was over, with thousands of troops released to private life and the loss of its biggest customer, Uncle Sam, the broiler industry came through with still further expansion, raising 356 million broilers. 1948 was the first real test of the popularity of fried chicken, a record crop raised and consumed, competing successfully with other meats on a free market.

1951 was just another repeat story of the popularity of fried chicken, 742 million broilers being raised and marketed. 1952 saw still further expansion with approximately 840 million broilers being grown. And in 1953 still further expansion is expected, and by 1960 the agricultural economists predict the industry will raise and market one billion broilers per year.

This "Topsy" of the poultry industry just grew and grew. . . . . In fact, never in the history of farming has there been a development so far reaching and rapid as the meat chicken business during the past twenty years. From a relatively minor by-product of the shell egg business, the broiler industry has emerged as a major factor in the meat business. Its national growth has doubled, tripled, quadrupled, in fact it has increased twenty-five times.

Now certainly growth like this must have been encouraged by success. Why is it that the broiler industry has made such progress and still offers prospects of further expansion?

A part of that answer lies in the ability of the broiler industry to convert inedible by-products so efficiently into meat for human consumption. No other meat producing program can grow one pound of edible meat on 2½ to 3 pounds of feed, with a labor expense of one and one-half minutes of labor per pound of meat and on an overhead investment of between ½ to 1 cent per pound.

No other meat producing industry can produce meat as efficiently. One man working 8 hours per day, 300 days per year, can produce broiler meat for 10,300 people. Yes, this one man can produce 360 thousand pounds of broiler meat per year (4 crops of 30 thousand birds each). It has been this efficiency that has put chicken in the workingman's lunch pails for the first time.

Another major reason for the success of the broiler industry has been the enthusiasm and quick response of the industry to accept and apply the research findings, of the university, government and industrial laboratories. The adaptation of modern methods of brooding, housing and feeding; the development by the poultry breeders of a better type meat chick—these are all reasons for the successful growth of the industry.

But, in spite of the gains that have been made in nutrition and disease research, the

largest single factor governing success in broiler raising, is Management—And Management is *YOU*—

Some producers consistently make efficient production records, while others just as consistently fail to realize the efficiency needed to net a profit.

As the efficient producers expand, and they will, the poor managers will ultimately be forced out of the business.

Now what are some of the factors needed for success in producing Broilers?

First, if you are to be a success in the broiler business, you must enjoy working with chickens. You must have the natural ability to work with chickens, to adapt yourself to the nervous, temperamental birds that they are. Chickens have a way of being just plain ornery and unpredictable. They are apt to develop an appetite for litter or pile up and smother when least expected. You as the manager, must be able to cope with these problems—many times to anticipate trouble before the birds think of it themselves. A good manager must have the knack to recognize little management factors that many times avoid serious losses in weight and quality of the birds.

You must be willing to work and follow proven methods of broiler management. *You* must put the broiler flock first in your plans, not secondary to other projects. If *you* can meet these requirements, if you are willing to *work,* to follow proven methods—then *you* can grow broilers successfully and profitably, with just a minimum of luck.

The successful poultrymen, are usually those who enjoy being in the poultry business. They are the fellows who get a kick out of taking care of their flocks. They are earning a living doing the thing that they enjoy most, so they are successful. A bad break now and then doesn't stop them. Neither does it make them discontinue the good and proven practices they have been following. They are the backbone of the poultry business.

Unfortunately, there are too many poultrymen who don't really like chickens. They have gone into the poultry business with only one thought in mind—to make money. However, it usually takes more than a desire to make money to be successful. This type of poultryman is well represented in the group that fail in the broiler business.

Anyone can run into trouble but, these fellows have real difficulties. They allow disease to spread through their crowded houses until the pens are no longer crowded. They throw their diseased and dead birds out on the highways and gravel pits without regard for their own or their neighbors disease control programs.

In short, these are not really poultrymen. They are the scourge of the business. Some of them will make good incomes, but most of them will fall by the wayside sooner or later. However, they'll be in there creating bad competition for the fellow who is trying to do a real job.

Other factors that are essential to success and are often not given proper consideration are: records, equipment, ventilation, space, and disease control.

Let's See Why They Are of Prime Importance

Keeping daily records of feed consumption and mortality is one of the most important jobs a producer can do. Why? Because the first indication of trouble is found in a drop in feed consumption. "Seeing trouble before it happens" is a little hard to visualize, but some producers actually have that ability. Prompt treatment at that time can avoid serious losses in weight and quality of the birds. By keeping daily records of feed consumption *you* can notice declines in feed intake that are definite signs that something is wrong. Correcting that problem early in its development is much easier than to suddenly find out your flock is "off feed" and a serious disease outbreak is affecting the growth and uniformity of your broilers.

Besides daily feed consumption, other records are equally important. Livability, total feed used, total feed cost, amount of feed needed to produce a pound of broiler, miscellaneous costs, depreciation, fuel, medicine, hired labor and chick cost—All these records are important to guide you in making the necessary changes and improvements required for a successful broiler project.

You must remember that good records and knowing how to analyze them are the "pulse" of your business.

In talking about reasons for success or

failure in broiler management, one naturally should talk about equipment. Equipment can be a reason for success or failure. Providing ample feeders and waterers is an example, as many growers lack proper feeder and waterer space for maximum results. It is far better to have too much than not to have enough. The efficiency of your feeding program hinges on supplying sufficient space for feed and water.

Most everyone knows, or can get, the recommended feeder and water space per 1000 broilers. There is no reason for me to take time here to outline that need. But, again, it is not enough to just provide the necessary number of feeders and waterers. There pieces of equipment have to be placed for the convenience of the birds. Feeders should be close to the brooder, waterers should be close to the feeders. This equipment should be kept handy to the broiler, it should be so arranged that the birds never have to stretch to drink or eat. If birds have to strain to reach the water or feed, they aren't going to eat or drink very much. As the broilers grow the equipment should be adjusted; The level of the feeders and waterers should be kept at the same height as the broilers' backs. By adjusting the feeders and waterers as the broilers grow; by only filling the feeders half full; waste of feed and conversion factor of feed to meat can be kept low. Remember broilers are not going to walk any distance for water and if they don't drink enough they won't consume enough feed to grow rapidly and economically.

Today poultry specialists feel that for every one pound of feed eaten, two pounds of water should be consumed by the chicken. On the average, today's broiler will consume about 10 pounds of feed in 9 to 10 weeks. In this same time we should expect that broiler to consume about 20 pounds of water.

I often wonder if we realize the importance of adequate water space. Many reports that we hear of where feed efficiency is not up to par with good feeders or with Research Farm results could be due to improper amount of waterer space, or due to poor placement of watering equipment for the convenience of the chickens.

As a whole, the broiler industry does not realize the importance of water. We fail many times to supply sufficient number of waterers, or to keep them readily accessible to the chicken, or to keep them clean.

Next to equipment another very important factor in the success or failure of the broiler enterprise is . . . .

Ventilation . . .

5 thousand broilers eating 10 pounds of feed each, four broods a year, consume 200 thousand pounds of feed, and if the water is available they will consume 400 thousand pounds of water. That's nearly 50 thousand gallons of water, or better than six railroad tank cars of water of 8 thousand gallon capacity each.

In addition to this natural water consumed, we have the moisture that is produced by the digestive processes. A large percentage of this water is deposited in the litter and air through respiration and droppings.

So you can see we have a major problem of removing this moisture from the house.

Over 50 thousand gallons of water that has been passed out into the litter and the air of the broiler house has to be removed.

Proper ventilation must be provided to move this moist air out of the house or wet conditions will develop. This, in turn, can cause breaks in your coccidiosis control program, and cause respiratory infections, most assuredly can seriously affect your profits.

You can avoid this through the installation of a good ventilating system. There are today many manufacturers who have perfected forced air ventilation that can be adapted to any type of poultry house on a very economical basis. This ventilation equipment could be paid for in a relatively short time with additional meat production, plus lowered cost of litter and feed and medicine. Also there are gravity types of ventilation that can be installed in your old broiler house or built into your new house. In this case certainly you should contact your Poultry Department of your State University and get their recommendations for the type to install.

Another major reason for success instead of failure is the realization that broilers need . . . .

Elbow room. . .

It is commonly agreed that 1000 broilers need at least 8 hundred feet of floor space up to 10 weeks of age. If they are to be kept longer, one square foot of floor space per bird should be allowed.

Floor space per bird affects the total number of pounds you have when you are ready to sell. The more birds you put in your house, within limits, the more pounds of broilers you will grow. But, the amount of room allowed for each broiler will influence the cost of growing the birds. As you crowd in more broilers, the cost of producing each pound gets higher.

The question you as a producer must answer can be asked in still another way. "Shall I produce more pounds of broilers in a given house at a relatively high cost per pound, or shall I produce less pounds of broiler at a lower cost?"

When a wide margin exists between costs of production and the selling price for any commodity, farmers in general find it profitable to intensify their production. This is true even though their cost per unit increases.

During the early days of the broiler industry, there was a big difference between a grower's costs and his selling price. In those days the grower was interested in producing as many pounds of broiler meat in a house as possible. This resulted in overcrowding, many growers allowing only ½ a square foot per bird.

During recent years with the expanded broiler industry competing for the consumer's meat dollar, it has become important to keep costs of production down. Increasing floor space to at least eight tenths of a square foot per bird lowers the cost of production drastically. In recent years there have been serious outbreaks of respiratory diseases in many broiler producing areas. Increasing the floor space per bird, eliminating crowding, has been a major factor in keeping down these respiratory outbreaks. Crowding of the birds also affects quality of the finished broiler. During periods of broiler over-production, buyers are not so interested in taking poorly finished birds, and at such times discount them severely. With the expected increase in broiler production in the future, also with the expected competition of other meats, it is just good management NOT TO CROWD. Consequently keeping your production costs low and your quality high.

In fact, adequate floor space is a *MUST* for successful broiler production.

Give your broilers more Elbow Room. They will do better for you—growth will be better, feed conversion will be better, you will produce a higher quality broiler. Respiratory outbreaks, in fact all disease, will be less of a problem.

Again—what you do when a disease breaks can also mean the difference between success and failure. To illustrate this, I would like to tell you about two recent occurrences that I know of personally.

A broiler grower, one who keeps excellent records and has the uncanny ability to spot trouble before it arrives, recently noticed a slight decline in daily feed consumption. Also upon further check, during the quiet of the night, noticed a slight sniffle in his flock. Knowing that corrective precautions were necessary, this grower started the feeding of a "curative" feed immediately. This feed is a special formula, high in antibiotic level, with increased Vitamins A, D, and G. This "curative" feed replaced his regular feeding program for five days. The broilers responded very well, feed intake increased, birds continued their growth and the respiratory outbreak was arrested. The slight sniffle was also apparent during the later stages of the birds' development but had no serious effects on the flock. The birds were sold at 10 weeks 3 days with a weight average of 3.3 pounds and a feed conversion of 3.07.

Again, another grower in the same locality had the same or similar trouble. He did not notice the drop early in its development, he did not notice the slight cold or, if he did, he took no precautionary measures. Here, the respiratory ailment gained a strong foothold, resulting in loss of weight, delay in marketing the flock, upset in the year's program—and in the extra expense of individual treatment for each bird.

It's recognizing the problem early in its development and then knowing "what to do" that counts.

Now, here's another reason for keeping records:

Perhaps your broilers seem to be eating enough, but are not making the gains they should. Here it will pay to post a few birds. Very often a grower will find that the cause is worms. He then knows what the problem is, where the feed is going, why the birds are not growing satisfactorily and can treat or medicate accordingly.

If you are to be a success instead of a failure you must be able to recognize symptoms of diseases and have a competent pathologist confirm the diagnosis without delay. In fact, even though you have started precautionary treatment, you should get the advice of a competent pathologist so corrective measures can be adopted for the next flock, based on actual knowledge and recognition of the disease and not a mere supposition.

Define diagnosis of disease and treatment of it, as well as future preventive measures to protect against it, are necessary management factors that mean much toward the success of your broiler or any poultry project.

Your State Pathologist is the best man to contact and a good man to know.

I have purposely not emphasized *SANITATION*. To me the word "sanitation" is too general in its meaning. *We all know the importance of SANITATION*. To me SANITATION MEANS THE STRICT OBSERVANCE OF ALL THESE FACTORS. Comfortable temperature, dry houses, good clean air, no overcrowding, clean pure drinking water, feed that is not stale with molds—*all* these factors are the tools of success, and must be adapted into our management practices if we are to be a success.

Before closing this talk, I should mention the need for a quality, disease free, meat type chick for the success of your broiler project.

Today, too many hatcheries are offering "just chicks" and attempting to sell mediocre broiler strains to the industry. For the best results, quality of the chick, plus the bred in factors for meat production, are paramount.

Don't try to economize by saving a cent or two on your chick purchases. The small first saving is soon lost in extra feed, less weight and un-evenness of growth.

As individuals you can contribute to the successful operation of the broiler industry by being constantly alert to economies in operation costs, and to greater operating efficiency, so you can offer your product to the consumer at a lower price, thereby inducing greater consumption and successful competition with other meats.

You can use your influence locally to sponsor greater consumption of poultry and contribute funds and time to the successful development and promotion of increased chicken consumption, both locally and nationwide, through the Poultry and Egg National Board.

You can plan and shape the growth and pattern of your enterprise to fit your financial resources and a sound credit policy.

Remember "broilers" are "Big Business." Broiler production is a stable part of the meat industry. One of our largest meat packers, Swift & Co., realizes over half of its business from poultry. With our continued growth in population, further expansion in the broiler business is assured.

To Summarize

Many folks will do poorly in a good poultry year because they fail to do the things that need to be done to insure success. Particularly, they will not do them at the right time, they hesitate to face facts, and they will not accept the principles of good management.

Conversely, many folks will do well in a relatively poor poultry year because they do the right things at the right time, and follow the fundamentals of management that produce efficiently.

Accordingly, if you program and conduct your own individual business on the basis of known "Good Management" and proven methods of broiler raising, you will be a success.

Remember, good management has no substitute—it is the major need today in all poultry raising and of the greatest importance to the successful operation of a broiler project.

"You can't buy management in a remedy bottle or a feed bag." It's made up of many

small things, that in the sum total mean the difference between success and failure.

It's the *YOU* in management that makes that difference between success and failure.

SHOULD A HOME TEACHER BE A 'JACK OF ALL TRADES' IN WORK FOR THE BLIND?

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In trying to answer this question, we should ask ourselves another question and that is, "What is a home teacher for the blind?" Everyone interested in the subject undoubtedly has some sort of opinion, and there is probably very little agreement between any two people. Some persons say that a home teacher is a morale builder. Others define the duties as that of teaching Braille, typing and handicrafts and general work around the home. Others will include these functions plus teaching of travel to the newly blinded person. Some persons insist that a home teacher is all of these things plus that of being a social case worker, and still others will include these functions and add on such responsibilities as public relations, medical social work, salesmanship, and fund raising.

Duties of a teacher in a large agency and in a small agency

It is understandable that when an agency has adequate specialized personnel for the many functions of the organization, a home teacher's duties can be more restricted and specialized, and it is presumed that such a teacher would develop greater skill in these specialized functions than if the teacher must do many more things. In the agency with a large staff, because there is a large service problem the home teacher may sometimes find difficulty in keeping clearcut boundaries of responsibility and of avoiding an overlap with the placement agents, the social case workers, the public relations department and the adjustment specialist or the home industries supervisors or even the Sales Department. However, a good administrator and a cooperative staff does not find this a difficult situation.

In an agency with an inadequate staff, or in a small agency where the case load in each field of service does not justify the employment of a full-time person, it is also easy to understand how the home teacher or any other staff member may be called upon to render a multiple variety of services. When working under these conditions, the staff member must have more ability and be more versatile and flexible than would be the case in the larger organization where intense specialization is possible.

Variety of Client Needs and Case Load

The variety of client needs is as great and as versatile as can be found in a cross-section of the population. Even in the apparently simple problem of morale-building, there is no rigid formula or sales talk that will inspire every blinded adult or secure the cooperation of the family. The techniques required to teach leather work or Braille or typing are not too complicated, but there is no common formula of sales talk that can be used with every client in an automatic fashion, and there is considerable difference between the methods of the teacher who uses these things as a means to build the client in other activities and that of the teacher who offers this service simply as a justification for calling on the individual. The home teacher who calls two or three times per week on the same client year after year and concentrates activity within a small group or from ten to thirty persons would not seem to be doing an acceptable job in most agencies. Considerable judgment is required to know when teaching is finished, and the client should either be dropped from the list of the home teacher or transferred into the

* Visually Handicapped.

field of Home Industry adjustment or some other function which is not closely associated with the teaching of Braille or handicraft. How much the teacher should teach and how intensely the teacher can concentrate in an area also depends upon the case load that is assigned to that person. If the home teacher is to concentrate on Braille, typing, handicrafts and work about the home, many administrators believe that one teacher per 300 of the entire registration is sufficient. Out of this 300 persons, there will always be enough individuals to keep a home teacher fully occupied if that person teaches 5-½ to 6 hours per day, four days a week. In the population of 150,000 which provides the 300 blind persons case load, there will be 30 newly blinded persons per year and many of these require the services of the teacher. If the home teacher, however, is to be a "jack of all trades", then it is probable that one teacher should be assigned to each area of 50,000 general population, or an average of 100 cases. It is necessary for the administrator of the agency to determine whether or not a home teacher has been employed or a general field worker who is called upon to carry the multiple services of an organization to the client. In this instance we do not have a home teacher in the ordinary sense of the world.

The Effect of Generalization on Agency Growth

When any worker claims to be doing all things in an agency program, and is afraid to highlight either his inadequacy or incompetency to do everything, the general public takes that person at his word and the contributors or sources of financial support see no reason for increasing their support. Many of the persons engaged in administration of both public and private agencies refuse to highlight the service needs in their areas, and they seem to think that it is better for their prestige and that of the agency to constantly put the spotlight on the achievements of the organization. The home teacher that attempts to provide all types of service to a clientele, regardless of how meager that service may be in any one function, leads the public to believe that the blind persons in the area are receiving all they require. The understanding of the general public concerning the needs of the blind is even more meager than are luxuriant golf greens in the Sahara desert, and the public does not question or evaluate either the quality or the quantity of service required by or given to blind persons. When any member of the agency describes the services available to blind persons, the public assumes they are satisfactory and that all is well. One of the major results of being a "jack of all trades" is the paralysis of growth on the part of the organization.

What are the effects of generalization on the client? One result is certainly that of an insufficient number of persons on the staff to meet all the client needs in the area, and therefore the client does not receive the service that is required. Another result is a definite reduction in skills on the part of staff members because none of us can acquire or develop adequate skills in all things even if we had the physical energy and time to deliver these skills to all the people in the area. If we examine the activities of any staff member assigned to a general service, we find that the staff member concentrates on the type of service for which that person has the greatest liking or the most ability. For example, in the placement field, we find the factory-minded agent concentrating on industrial placement. Another who is allergic to industry will concentrate on establishing small business enterprises, and a third who may be allergic to both of these things will concentrate on case services and trust that the Lord will do the placement job for the individual.

The home teacher assigned to a general service will automatically become a specialist in the course of two or three years. The result of this automatic specialization in a general assignment is that the clients who cannot use the specialized interests of the worker are denied service and the only persons contacted by the worker are those who can respond to the specialized treatment. However, the agency administrator and the general public are deluded into believing that all the needs of blind persons are being supplied because they are unaware of the

natural automatic specialization on the part of the home teacher.

Value of Specialization

Why should we hesitate to admit our individual incompetencies or inadequacies any more than persons in other activities are afraid to admit it? When we consciously specialize and concentrate on a particular type of activity, we can develop greater skill in it and we can also highlight the lack of services in other fields and the need for specialized staff in those areas. When we do this, the public will believe us just as quickly as they did with the other approach, and financial support and authority are given the agency to meet the uncovered service requirements. The selling of an agency to the community is no different than the selling of any tangible commodity to the buying public. When our customers understand that a blind neighbor cannot receive a certain type of service because there are no funds to hire qualified personnel to deliver this service, that sighted friend will help us to secure the necessary support. Any brief analysis of work for the blind for the past fifty years will soon provide you with ample evidence concerning the effectiveness of specialization and the ineffectiveness of generalization.

Qualifications of Workers

In our field, as well as in commercial fields, it is more difficult to secure personnel that can do all things than it is to find individuals with highly developed skills in a few fields of work. When we hire a salesman, we do not look for someone who can also repair the truck, do social case work, plan budgets, and handle the bookkeeping system. If we really want to sell our merchandise, we hire a person who concentrates on the techniques of selling and who has no other responsibilities. We can find many high school and college graduates who can do a very fine job in two or three of the functions ordinarily assigned to home teachers. But if we are to employ individuals to be a "jack of all trades" and deliver all the services of an agency to their client, even though we can employ those persons to cover the area adequately, then we shall have to alter the general qualifications standards for home teachers and the number of persons that can be secured on the proper qualification basis will be extremely limited regardless of how much money the agency may have. On a basis of present day evaluation, the home teacher is doing an injury to the profession and to the blind by attempting to be a "jack of all trades".

GUIDING PRINCIPLES FOR RECREATION FOR BLIND ADULTS

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Introduction. Most of the members of this audience have had considerable experience with blind adults. Even if time permitted, a description of the more common leisure time activities of the blind would not be new to you. For those seeking such information, a few references may be listed. Ritter's *Hobbies for Blind Adults* and Buell's *Recreation for the Blind* cover a wide variety of hobbies, and indoor and outdoor leisure time activities. These pamphlets may be purchased from the American Foundation for the Blind. The most comprehensive Braille book on recreation is Buell's *Sports for the Blind*. Braille readers will find a number of social and quiet games described in the *Home Teacher* for April and May, 1952. A chapter of Bindt's *A Handbook for the Blind* (Macmillan) is devoted to recreation. This very practical book is available in ink print, Braille, and on talking book records. Another book in Braille is Hoyle's *Official Rules for Card Games.*

Recreation? an Essential in the Social Development of the Blind. Most blind people have more leisure time than sighted persons. The leisure time of employed individuals has been estimated to be forty hours a week. Since three-fourths of the blind are unemployed, the amount of leisure time may be doubled for them. Often it is the use of these hours that will determine whether a

* Visually Handicapped.

blind person's life is expanding or retracting, fruitful or sterile, happy or sad. The satisfying use of leisure time is a need of every person, blind or sighted.

Recreation Should be Suited to the Needs of the Individual. Recreational activities should be selected in accordance with the abilities, needs, and interests of the individual, and not by any formulae nor by fitting people into a mould. After his needs have been made evident, the various phases of recreation are adapted to the individual. This means ministering to the real needs of the blind person, not to our own peace of mind. Visually handicapped persons should be treated primarily as human beings, not as blind men and women. Unfortunately, this principle is too often overlooked by some workers in our field.

The needs of each blind individual are peculiar to his own personality. If he is not conforming to normal standards of performance and participation, we should not attempt to fill his idle time by using all kinds of extraneous incentives to bring him up to normal. One may be enticed into participating in many activities and still remain unhappy and poorly adjusted. It is not that we need more recreational activities, but that we need the right kind conducted under conditions that lead to growth in social adjustment for the visually handicapped individual.

How the Blind can win Friends and Influence People. If the visually handicapped are to become an integral part of the seeing world, they must have some hobby or activity which will make them desirable companions and an asset to the group. People usually do not bother with the blind for any length of time unless they have something to offer—music, dancing, athletic skill, interesting conversation, etc. When a group discovers that a visually handicapped individual is well informed, a wise thinker, a good worker and available for service, its members will make it easy for him to attend meetings. The group does this, not out of sympathy, but for its own advantage. One should remember that it is by giving consciously of himself that any person is enabled to find happiness.

Blind people must be careful not to get into a rut of being satisfied by amusing themselves alone at home. If necessary, they should force themselves to make new friends and participate in out-of-the-home activities. This will bring them pleasure and social progress and help to maintain a normal atmosphere for their families.

A person who is adjusted to his blindness and finds life satisfying should be encouraged to join clubs and discussion groups formed by the seeing in common interest fields such as radio, chess, politics, literature, women's activities, church affairs, music, etc. A poorly adjusted blind person is not ready for such an experience.

Since the sightless are a small little-understood minority, each visually handicapped person must take the initiative and place his sighted companions at ease. He should always be cheerful and friendly, prepared with a joke or topic of conversation. Being an expert on something diverts the conversation from blindness.

If a sighted person can relax and enjoy himself, he will welcome a blind friend. How can a blind person put a sighted person at ease? This is usually an extremely difficult task. Since a sighted person is usually wondering how to assist or whether help is needed, the blind must take the initiative and make their desires known. When a sighted person feels sure a blind friend will ask for help when he wants it, the primary source of tension usually disappears.

Attitude and Recreation. A successful effort to help the blind in recreation is a very delicate exercise in understanding and cooperation. A recreational experience cannot succeed when one individual pities, patronizes or distrusts and resents the other. In social contacts between blind and seeing persons much attention should be given to the attitude of each toward the other.

At this point mention must be made of the attitude of some agencies for the blind who have a tendency to encourage dependence on them for social and recreational life. They give little aid to blind individuals who show desire and possibilities for successful adjustment in social life with the seeing. If a blind person decides he does not need a certain service, an agency should not feel offended. A good agency for the blind judges success on its ability to aid the

visually handicapped to adjust to society, not on the number of its clients.

Are Recreational Activities of Agencies for the Blind Needed? Although the writer wishes to see as many blind individuals as possible succeed in the social life of the sighted world, he is realistic enough to recognize that some visually handicapped people have neither the urge for independence nor the personal qualifications necessary for such success. For them, participation in the recreational activities offered by an agency for the blind brings much enjoyment. There is freedom from expense, convenience of many recreational activities under one roof, and less tension. Here one is not subject to attention or competition with sighted people. There is no need for feeling insecure or inferior.

In What Recreational Activities Can and do the Blind Participate? Comparatively few activities are closed to the blind. Blindness is usually not the basis for determining whether or not an activity can be engaged in. It is true that many blind people believe they would engage in different activities if they had their sight. However, most of these activities are currently engaged in by other blind individuals. Factors which appear to be more important than blindness in the selection of most activities are willingness and determination to try, availability, cost, and interests before vision was lost.

A survey made a few years ago indicated that the leisure time activity most widely engaged in by the blind is listening to the radio. Other common recreational activities are visiting, church and church activities, movies and theater, talking book reading, entertaining and socials, dancing, playing cards, motoring and walking. Since this survey was made, bowling has increased rapidly in popularity in some sections of the country. More information on this subject may be obtained from the American Blind Bowling Association, 618 North New St., Bethlehem, Pa.

Hobbies are an Essential Part of Recreation for the Blind. Crafts and other hobbies relieve boredom from prolonged idleness which is usually accompanied by a feeling of a useless dependent existence. It has been wisely said that happiness comes from doing, from exercising one's creative faculties, whatever they may be. Some hobbies commonly found among blind adults are collections, sewing, knitting, woodcraft, leathercraft, gardening, amateur radio, music, dramatics, and dancing.

Crafts are valuable leisure time activities because a feeling of accomplishment is obtained and skills are developed which may aid in vocational advancement. By making a complete article, one receives training in simple skills, such as finger dexterity, and he has something tangible and useful to give to his friends or family. It is simple things like this that bring happiness.

When seeking to arouse interest of a blind person in a leisure time activity, a simple criterion is helpful—"What did this person enjoy doing before he lost his sight," or "What did this person enjoy doing when he was younger."

Social and Quiet Games. Vision is not a requirement for enjoying parties and entertainments which are an important part of American life. Recreation leaders and blind people should have in mind suitable games to suggest for various occasions. A certain amount of the material found in the ordinary book on games is suitable for the visually handicapped or can be easily adapted for the purpose. Oral games and mental play need no modifications, while some paper and pencil games may be played by using a slate and stylus. The more common table games, such as checkers, chess, playing cards, etc. have been adapted for the blind.

A Point of View. From the foregoing paragraphs, it is apparent that only a limited number of leisure time activities are closed to the blind. Not only are the recreational activities of the blind similar to those of sighted people, but the principles underlying the two programs do not differ essentially. For example, whether blind or sighted, one derives more benefit from activities as a participant than as a spectator. Sometimes special methods must be used so that the visually handicapped can participate more fully. Such procedures are justifiable only when they make a definite contribution to a rich personality development. As far as possible the blind individual should be treated as if he had no handicap. As Sir Arthur Pearson, founder of St. Dunstan's

said, "They are just ordinary people with very bad sight."

SOME GAMES

I Know—*Club Initiation*

This trick can be played on a few whom for some reason the group wishes to submit to a joke. The leader asks all to bend forward, place hands on knees, and touch forehead to seat of chair. When all are in position, the leader asks them to repeat after him line by line:

I know my heart,
I know my mind,
I know that I'm
Stuck up behind.

Jumbled Words

Write a jumbled fruit or vegetable in Braille and ink for as many players as will be present. Divide the group into teams. Give each captain some slips with the first jumbled word. He passes the slips around. The first team to shout the correct answer scores one point. When a team makes a wrong guess a point is deducted. Pass out the second slip, then the third, etc. The team with the highest score wins. Here are 24 jumbled fruits and vegetables.

1 ape	pea
2 caehp	peach
3 eteb	beet
4 rocn	corn
5 nooni	onion
6 palepnipe	pineapple
7 putrin	turnip
8 graneo	orange
9 toopat	potato
10 kele	leek
11 icuenq	quince
12 cashnip	spinach
13 matoot	tomato
14 pealp	apple
15 ripotac	apricot
16 oratcr	carrot
17 asyprle	parsley
18 fuwclilorea	cauliflower
19 preag	grape
20 sirina	raisin
21 yleecr	celery
22 apprins	parsnip
23 nitegenra	tangerine
24 hsqasu	squash

Vowel Spell Down

The players are divided into two teams facing each other. The leader calls a word to the first player on one team, then the first player on the opposing team, and so on. When the words are spelled, the vowels are not spoken but are represented by actions:

A—Whistle
E—Clap hands once
I—Stamp the foot once
O—Clap hands twice
U—Stamp the foot twice

Using this method, a player scores one point for each word spelled correctly. The team first scoring fifteen points wins.

Puzzles

One way that a home teacher could use puzzles would be to leave one with a client at the end of each visit. Ask for the correct answer upon your next visit.

If a snail is climbing a 12-ft. pole, how many days does it take to reach the top, if he climbs three feet during the day and loses 2 feet at night. Answer—nine days.

A man with some corn, a fox, and a goose wants to cross a river but his boat is only large enough to carry one at a time. If he takes the corn first, fox will eat goose. If he takes fox, the goose will eat corn. Answer—take goose, then fox, bring goose back, and leave until he has taken corn.

What 50 coins add up to $1.00?

What 50 coins add up to 70¢?

I am twice as old as you were when I was as old as you are and when you are as old as I am, together we will be 63. Answer—I am now 28, twice as old as you were (14) when I was your present age (21) that is 7 years ago. When you, who are now 21, reach my age of 28, I'll be 35. 28 and 35 are 63.

123456789—100. Required to place arithmetical signs between numbers, so that they equal 100. Present numerical arrangement must not be altered. Answer—123 plus 45 minus 67 plus 8 minus 9—100.

If the contents of a box of apples are removed three at a time, there will be one over; if four at a time, two over, if five at a time; three over; and if six at a time, four over. The number is under 100. Answer—58.

The weather at the beach was fine on the

first day and wet on the second day. It continued alternately fine and wet throughout the season. On a fine day the deck chair man made a profit of $6, but lost $3 on a wet day. How long did it take to make a $60 profit? Answer—37 days.

Word Games

How many words can you make with these eight letters?—CFILORUY. There are many words, but here are some—four, your, oil, coil, or, if, fry, cry, for, you, our, flour, oily, fir, foul, and curl.

Another word game that can be played alone or by groups is to change words to other words. Here are some words that can be changed—trap, sharp, tires, seam, grin, odor, mate, read, name, fear, trace, and garden. A little time spent mentally or with a dictionary will lengthen the list. "Trap" can be changed to "part", "sharp" to "harps", "garden" to "danger", etc.

Human Checkers

Seven chairs are placed in a row and three men and three women sit as indicated: W-W-W-O-M-M-M. The center chair is vacant. The object of the game is to move the men and women to the opposite seats, like this; M-M-M-O-W-W-W. Players are moved like checkers, moving or jumping one at a time. No player may move backward. All may start over again if they cannot complete the trick. Several teams of six players each may race to win. Fix a row of seven chairs for each team.

My Vacation In Scenic Wonderlands

This may be used as a slate and stylus game or two teams may see who can guess the answer first.

At (1) I found geysers in host
More than the rest of the world can boast.
1 Yellowstone

(2) found me 20,000 feet high
All around me ice and snow did lie.
2 Mt. McKinley

(3) was a rugged mountain region
With queer peaks and glacier lakes in legion.
3 Glacier Park

A valley of world-famed beauty is (4)
Sheer precipices enclose the peaceful floor.
4 Yosemite

(5) is a masterpiece of erosion
Ten miles wide with colors in profusion.
5 Grand Canyon

(6) is sometimes called the top of the world
Snowy peaks with icy streams around them curled.
6 Rocky Mountain Park

(7) a single-peak glacier system shields
Many subalpine flower fields.
7 Mt. Ranier

(8) is sometimes called the big tree park
With 12,000 large trees to make it dark.
8 Sequoia Park

(9) is an extraordinary blue lake
That an extinct volcano did make.
9 Crater Lake

Two active volcanoes I saw at (10)
This land owned only sixty years by white man.
10 Hawaii

Now I am back at the station
Where did I go on my vacation?

A Home Made Muscle Builder

For men who wish to keep their muscles in condition, home teachers can recommend this inexpensive device. It will develop hand grip, and strengthen muscles of the arm, shoulder and back. A large fruit juice can is filled with concrete after one lid has been removed. A sturdy screw-eye is pressed into the concrete which is permitted to dry. Then a five-foot piece of hammock cord is attached to the screw-eye. The other end of the cord is run thru a hole drilled in a 12" section of broom handle. To prevent the cord slipping thru the hole, a knot is tied.

To exercise, the can is placed on the floor and the arms are stretched out in front of the shoulders, the hands holding the handle. As the handle is turned in the hands the string winds around it, thus lifting the can of concrete. Wind until the can is raised to the hands, and then slowly reverse the process. The arms should be held parallel with the floor at all times.

Musical Ball

For visually handicapped groups this is a better game than musical chairs. If possible, arrange circle so that two sightless players do not stand next to each other. The players stand in the circle and pass a

ball around until the music stops. The player holding the ball when the music stops must drop out of the game. Each time the music stops, a player is eliminated until only one player is left.

Cootie

A die, piece of paper and pencil are required to play the game. On the die 1 stands for body, 2 for head, 3 for eye, 4 for ear, 5 for tail, and 6 for leg. A cootie must have six legs, two eyes, two ears, one body, one head, and one tail. A complete cootie has a numerical value of 58.

The die is rolled from a cup. When a player rolls a one (1), he draws the body of the cootie, and is entitled to another roll. If he rolls 6 (leg), 2 (head), or 5 (tail), he adds that part of the body to the cootie. However, if he rolls any of these parts before he rolls 1 (body) he cannot add them. Likewise, if he rolls 3 (eye) or 4 (ear) before he rolls 2 (head) he cannot add them because the cootie does not have a head yet. When a player rolls a part of the cootie that can be used, he is entitled to another turn.

When the blind play this game players compete in couples, one having some useful vision. The sighted player draws the cootie, and reads the die after it is rolled. Each player of a couple takes a turn rolling the die. Three or four couples may be seated at a table. As many tables as necessary may be used.

At a signal the game is started and all the players roll the die in order, marking down parts of their cootie when they are entitled to do so. The first couple to complete drawing the insect shouts "cootie," and play is suspended. Each couple counts up its score. The winning couple at each table rotates to the next table, and the game is started again. This game will hold the interest of most blind adults for at least an hour.

HOW CAN PROFESSIONAL AND LAY PERSONS ASSIST IN RECAPTURING THE HUMANITARIAN SPIRIT IN WORK FOR THE BLIND?

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It has often been said that the genesis of man has been a constant series of challenges and replies. Most species of the animal world have either become entirely extinct or remained on a limited level of living dependent largely on the chances of nature because the challenges with which they were presented did not elicit replies adequate for growth, resulting either in important changes in the environment or the individual.

Each organism, therefore, below the scale of man, is merely a victim of set conditions under which it must either live or die. Man, however, through the combined media of growing intelligence, adaptive mechanisms, ability to profit from experience, and that infinitely complex emotional structure often called personality or soul, can change both himself and his living conditions to a degree that can make for progress in intellectual stature, scientific knowledge and control, and the institution of high standards for moral action. He is, therefore, moved by many strong impulses, including, basically, not only those relating to his own preservation and the satisfaction of his own desires at the moment, but love of other human beings than himself, the postponement of present satisfaction to achieve future goals, dislike of conditions inimical to himself and his group, aspirations toward improvement, a search for greater knowledge and experience, the contemplation and creation of beauty, and an understanding and sympathy for those less fortunate than himself. All these taken together, tinged with the desire to help others to help themselves, using intelligence and motives reaching beyond himself, have made man, though not great in stature, the titan of the animal kingdom in thought, spirit and achievement. Humani-

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tarianism, therefore, is no mere maudlin emotionalism, as it is sometimes described by philosophic cynics and frustrated introverts. It is that broad, deep, ever-growing concern for the welfare of other human beings transcending ordinary selfish mercenary considerations. It is not intelligence alone, nor the drive for power and wealth, that has created civilization and is ever-widening our spheres of knowledge, experience and moral growth. It is intelligence enriched and reinforced by man's concern and willingness to sacrifice for others that makes the humanitarian spirit, puts into life the great good that it has, and makes us strive to make it increasingly better. Whether we put this in terms of religion, philosophy, art, science, or ethics, or simply in terms of a farmer helping his neighbor when his house has burned down, the little boy taking the blind man across the street, or the old woman sharing a cup of coffee with a visitor on a cold morning, the all inclusive spirit and the ultimate result are the same.

But you say, "What has this to do with public welfare, education, social work, and work for the blind; are not all of these structures which we have built up in one way or another to accomplish the best results in helping one another make life richer, happier, and more productive?" The answer is, of course, obvious. There is probably no profession in the world except religion that has had the humanitarian spirit in its genesis and constant growth in greater degree than work for the blind. Was it not the simple desire of a blind person who had acquired some knowledge or skill to help another blind man or woman, or the seeing teacher, religious worker, or neighbor moved by the apparent misfortunes of blind people, giving freely of their time, energy, and often resources, to communicate to blind people the attitudes and skills to bring joy and achievement into their lives? To grant all this, and to cry we want to escape from sympathy, charity, and condescending assistance given by those who have to those who have not, is not the answer. To verbalize also that we want to do these things, but in a scientific, efficient and objective manner, ruling out too many personal considerations, is not the answer either. Any sensible person with a sincere desire to do a useful job in our field or in any other where helping human beings to achieve the best of which they are capable, would grant that a flood of sympathy, a cataract of tears, gushing gestures of charity, and the oligarchic giving of physical or psychological alms degrades the individual to whom they are given. Infinite respect for the individual and his feelings is our goal; and the help we give him therefore should be help which he can accept with pride, confidence, and self-esteem. We must not forget that human beings are not mere pawns to be pushed in one niche or another without regard to their own pattern of thought, experience and feeling.

The honest point of view, therefore, which is in this paper we attempt to present is reflected in the following points: (1) that the humanitarian spirit is a necessary component of not only work for the blind, but of religion, social work and education in general—being, in fact, the primary reason for the existence of the institutions; (2) that for various reasons we are in danger of losing this all important motive; and (3) there is something definite we can do about preserving and reinforcing it.

If we have adequately demonstrated that the humanitarian spirit is an important factor in the situation, we can now go on to deal briefly with the question of why we are losing this spirit in our related fields. The development of modern science, the industrial revolution, the rise of capitalism, the influx of technological improvements, and our increasing population have had far reaching effects upon our lives, our customs, our thinking, and our relations with one another. On the one hand, the development of these elements caused a revitalizing of the humanitarian spirit itself, resulting from our desire to become masters, not slaves, in the new world which these things created, and to alleviate insofar as possible the human ills which they indirectly but inevitably brought about; but at the same time, they widened our sphere of activity, speeded up our pace of living, threw us into the middle of a whirlpool of conflicting ideas, pressures, and cultural patterns, and made our living, working, playing and even worshipping infinitely

more complex than it had ever been. As a result, we had to set up complicated organizations, policies, and procedures to get done what we wanted to do. When we saw somebody who, because of blindness, poverty, or some other mishap, seemed to need assistance, we couldn't just go across the street and do ourselves what we thought needed to be done. We had to sell our ideas to a lot of other people, to make compromises to win their support, get laws passed, organizations set up, policies and procedures determined, buildings built, workers employed, compensation arranged for, investigations made, and a host of other things.

All of this tended to make the individual a small part of a large organization, pushing him thus farther and farther directly from the goal of assisting others to which his original impulse had led him. Whether he was working for compensation, a volunteer worker, or a lay person with vital concerns for a particular program, like helping people who are blind, has not altered the situation. Therefore, because we are often in time, space, rank, financial ability, as well as training, more removed from our direct goal in a particular program, our humanitarian impulses are apt to be modified, scattered in force, cooled by intervening considerations, and maybe frustrated and sometimes killed by impediments which require considerable diplomacy, delay, balancing of pressures, and other roundabout methods to circumvent. Thus, it is not difficult to see why we sometimes lose our perspective and forget the fundamental reason why we are engaged in welfare work or work for the blind.

To recapture or reinforce the humanitarian spirit requires, therefore, as a first step taking stock of ourselves and our motives in relation to the complex modern setting in which we find ourselves.

It is necessary to build organizational structures to get things done. It is important to have procedures, so as to avoid confusion; it is necessary for people to have jobs, to earn a living, and to acquire the satisfactions, cultural or otherwise, that make life meaningful. But in doing these things, let us keep a constant, sharp lookout that our structures, our procedures and techniques, our jobs and personal conveniences do not erase from the things we are trying to do, the human helpful spirit that originally led us to undertake them. Life for the worker for the blind can easily become, and too often does become, an hourly, daily, yearly succession of case files, case histories, conferences, interviews, diagnoses, job analyses, classes, personality entanglements, wages, vacations, making appointments, and a host of other details which are important because they are means, but only means, of accomplishing ends which if not finally reached, make all means only so much waste and rubbish.

I think we need in the complex, highly organized working world in which we find ourselves, with pressures upon us from all directions, not only from the client and his family, but from our co-workers, our community workers and volunteers, our supervisors, politicians, legislators, business men, church workers, our personal affairs, and all the conflicting group interests involved to stop periodically and ask ourselves, "Why are we doing this work; for whom are we doing it; and is it accomplishing the things we say on paper it is?" Do the things we say to our blind clients, the things we write in our case studies, the things we put in our annual reports, the things we say in public speeches and conventions, as well as the things we say to ourselves and our intimate friends in the quiet relaxed spirit of an evening's recreation, tie together to make a consistent, honest picture of what we think we are doing? Are our motives the same now as they were when we took the jobs, accepted volunteer assignments, or engaged in projects to raise money for a particular cause? Are we merely working for the salaries we get, the conventions we can attend, the praise we get, or the emotional thrill we feel after a good deed? Is it because we're afraid we can't get another job? Because we are in a rut? Because we can't afford to go elsewhere? Because we are expected to have interests in these areas? Are these the things which make us say we like to help these poor blind people? Because our clients are so much more happy because we're here? Because we get vicarious thrills and other expressions from our pent-up feelings? Is it because we are trying to escape from our

own problems by helping people whom we secretly hope are worse off than we? How many of these questions could we honestly answer and still do the job we are now doing in the way we are now doing it. Let us be sure that the client is not doing all the casework. Let us be sure that cooperation does not mean that the client helps himself in spite of what we do.

I do not mean to imply that human beings are not motivated by many purely selfish motives, and that this motivation is necessarily wrong all the time. But let's do what we can to recapture the humanitarian spirit if we can be honest enough to say that we think we have lost it.

There was a time when we were so busy helping our clients that we didn't have much time to talk about it. There was a time when we didn't hurry home because it was 5 o'clock, but stayed a little longer to help Mrs. Smith feel comfortable enough about being blind that she wouldn't spend the time between this and our next visit weeping. There was a time when we went out on Saturday or Sunday to talk to Joe Brown's father so he wouldn't be completely neglected at home, and a start could be made to get father and son to understand each other as they did before Joe became blind. In other words, which do we forget—the client or our own convenience?

This is not to say that we don't have to make a living; that we don't have to enjoy outside interests and we don't have to keep our wives or husbands happy; that we don't have to have voluntary interests to take up some of our free time and give us balance. But let's try to put the job, or the voluntary project, and the broad purpose for which we are working in its proper relation to our own living and the welfare of our clients. We know that everyone does not work for humanitarian motives; but it seems to me that the difference between professional and responsible work and mere unskilled labor should be a faith on the part of the worker that the job means much more than the pay check we get; and I am not altogether sure that the unskilled laborer does not sometimes put us to shame.

There is a great deal of stress these days, and rightly so, on professional training for teachers, social workers, placement agents, counsellors, psychologists, psychiatrists, and even volunteer workers and board members. This training ought to mean simply that we acquire the understanding of human behavior and motivation and develop and use skills, tools and techniques that will enable us to do more effectively our particular jobs, avoiding much of the trial and error process by which the workers of the past acquired their experience. But I am afraid also it sometimes means acquiring book learning without reference to the hard-headed, patient, persevering, intensely devoted experience which somebody had to acquire in order to describe it in books on casework, vocational guidance, psychiatric techniques, and a host of other professional literature. Back of each phrase used, each chapter written, and each significant volume are a set of facts, a group of living human beings with problems, solved or unsolved—a great deal of hard work, human sympathy, friendliness, and devotion to causes much bigger than the phrases by which they are described. Professional schools are not cloisters where one learns by rote the experience of great men and women; and the students who come from them should be a great deal more than slaves to their books. This is not meant to be either an indictment or a criticism of academic professional education; it is more in the nature of a plea to think, feel, understand and picture to one's self the human beings involved in a case record or a description of an abstract method. Objectivity does not mean lack of feeling for the other person; it means more—not letting your problem and his get mixed up.

I am afraid too often that efforts to be objective make automobile technicians out of social workers, bricklayers out of home teachers, carpenters out of placement agents, or housekeepers out of volunteer workers. In acquiring what we call a scientific attitude, let us remember that while science discovers truth and builds machines, it is the art in the world which brings beauty, inspiration and strong emotional drive. The scientific cook may make a perfect pie, but it won't please the palate half as much as the cook who is an artist who knows not from books but from experience what human beings like to eat. If you don't believe this, try enjoying

the result of the young bride's first creation from the recipe book. Let us take our professional training with its science and books, touch it up with a little artistic beauty, the devotion of religion bathed, rinsed and rerinsed in vibrant, rich emotional human experience. Rehabilitation of the blind no more than any other rehabilitation, has as its final end the placement of somebody in some job, whether we call it adjustment, rehabilitation, reorientation, conversion, or any other abstraction. What we are really trying to do, is it not, is to take a man broken, discouraged, alone, confused and—I almost said—frustrated by the impact of blindness, find out what makes him tick, what he cares about, what skills he had and help him put these together and get on the road—not to just any job, but to living and enjoying life like a human being, blind or not, and to find the job that he either likes and can do, or can do but doesn't like so much but through which he can help support his family, enjoy hobbies, and carry with pride the responsibility of being a citizen.

There is a man in Villa Park, Illinois who taught me a lesson, and I hope will teach it to many other workers in this and other fields. He had been an engineer working in the steel process; and when he lost his sight he was faced with the usual prospect of inactivity, aid to the blind, home teaching, travel with a cane, handwork, casework, and God knows what else would have been in the picture, except that one of our home teachers and one of our placement agents caught the spirit of his constant phrase, "If I only had some machines in my house!" Together, though from different state agencies, they taught him, not just to read Braille, to travel with a cane, to do crafts, but to use his hands, his feet, his mind, and his soul to "see" again. He took that spirit, not by inspiration alone, but because it was a part of his own basic desire. The combined efforts of the rehabilitation agent and the home teacher and the administrators of both agencies got him the machine for his house. He took it and began to make label holders out of steel. His Lions Club and his community were impelled to help finance a little shop. The shop is now enlarged, and has seven workers in it, of which five are blind; and one of these is almost seventy. They not only cut and turn steel label holders, but elbows for packing cases, markers for raw steel, parts of gum machines, and similar items. He is now working on a contract for the Republic Steel Company. He is not only producing steel products; he is not only running his own business, but he is doing rehabilitation, and his shop has the air of system and creation by satisfied workers. He didn't learn this technique of helping other blind people from books or professional training. He learned it because he wanted to give others an opportunity he had. How much more should we accomplish with our professional training and the drive he has!

Miss Bernice Clifton in her book published last year, *Sight Unseen,* described the work of another home teacher in the phrase "I can hardly express the extent of her assistance in helping to show me a new way of life." Does this not describe a personality finding itself again after being blind? The worker for the blind does not work in isolation; he cannot do so if he is going to serve his client in the way that will help him marshall his own resources in dealing with the problem that the combination of circumstances of which blindness is only a large part has created. Back of the worker for the blind are untold resources that will include not only the staff of the agency for the blind, but community agencies for the seeing, service clubs, the church, volunteer groups, and many lay persons who are or can be interested in blind persons. True professional attitudes, enriched by the humanitarian approach, mean arousing the interests of such groups, stimulating them for action in one or more case situations, and guiding them with information and intelligent planning that can make their service helpful, not only in one specific case or cases, but will develop continued interest in consistent programs.

Let us think not only that the person who is blind needs adjustment to blindness itself, but through understanding, guidance, stimulation and training to live and participate in groups of seeing people and learning to carry as much as he can his share of economic, social, civic, family and other total responsibilities as a citizen. Whether one is a worker for the blind, any social worker, specialized

or general, a medical or health specialist, a volunteer, a blind person in another field, or any other lay persons interested in blind people, the challenge is the same. The job is not to help the blind, to rehabilitate or adjust the blind, but to assist individual human beings as total personalities who have a problem which has become acute because they have lost useful vision to find a solution. This ought not to be dramatized in glowing case accounts, newspaper articles, or emotional addresses; it ought to be the simple task of helping a human being find himself and his place in the scheme of things. Let us take the simple, friendly attitude of one person who has skills, information and resources, helping another who has not with the same kind of spirit that makes one friend want to help another, add to this attitude not only the information, skills and resources together with a systematized method of action, a philosophy or policy of guidance, and the result will be the dynamic, warm, clear-cut help our client needs. Take away our ultra-professionalism, throw off our stilted manner and our polysyllabic phrases, and substitute for these an undying trust in human nature and a simple faith that right, persistent, patient, cooperative action will bring results.

Whether we call this casework, home teaching, vocational guidance, physical restoration, training, placement, psychiatric evaluation, or other general or specialized names, the process and the spirit should be the same. Only the area of activity and the knowledge and techniques needed are varied; and, if we can, let us pick people for our field who want to do this work above and beyond the remuneration, physical or psychological, they receive. If we cannot find people who have the interest to begin with, let us try to develop such interest by our own faith and enthusiasm for the work. Blindness itself does not qualify anyone to work with blind people, neither does the possession of physical vision, the holding of a Phi Beta Kappa key or one or more college degrees. Neither does a nebulous desire to be helpful, or a sentimental feeling for the unfortunate. If one has basic human interest in other human beings, faith in the value of something beyond himself, a willingness to make sacrifices when necessary, the ability to work on a team to accomplish a common end, education, special training, often a common handicap, and other assets, will help immeasurably in making rehabilitation what we want it to be. But no amount of training, common experience, or personal drives, will accomplish anything solid without the basic human qualities. This is not a criticism of the professionally trained worker, a wish to eliminate either blind or seeing workers from the field, or the truly volunteer worker; it is simply an attempt to make sure we know where we are going in our work and how to get there.

There is, of course, no magic or all inclusive method for recapturing the humanitarian spirit as we have described it. In some ways it will vary with each professional or lay worker. But in view of the considerations we have touched upon, we can offer a few suggestions which may serve both as a summary of our discussion and guides that can be used.

1. Let us periodically analyze ourselves and our motives in relation to the job we are doing.
2. Let us determine in each case or cause the goal we wish to reach and how we can best get there.
3. Let us try to see and keep in mind the place of our job in the total organization or project on which we are working.
4. Let us be sure that we have a continuing interest and pleasure in working with other human beings.
5. Let us always try to find in each case the clues to human action.
6. Let us have a living philosophy of service and sincerely believe in the cause for which we are working.
7. Let us maintain our faith and enthusiasm as far as possible even in the dull, daily routines of the job.
8. Let us work as a part of a team, joining hands and minds with other persons or organizations which together can help us in accomplishing our purpose.
9. Let us use our professional training, information, skills, and the humanitarian spirit as total equipment for the job to be done.
10. Let us practice humility, remembering that we are but guides and tools for the total rehabilitation of each blind person.

If we attempt to use these or other points similar to them, we will be doing our best to reflect that spirit in our professional work or voluntary action, the life, enthusiasm and challenge we want our clients to feel. Let us discard our rivalries and our concern for our own feelings, losing ourselves in helping to build meaningful lives for people who happen to be blind.

MEETING THE NEEDS OF THE PRESCHOOL BLIND CHILD AND OF HIS PARENTS—A NATIONWIDE OBLIGATION TODAY

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It has been recently estimated that there are about 308,000 blind persons in the United States today.[1] Though this number has not been broken down as yet into age groups, the figures having been compiled according to geographical areas, another study of the blind population (reported in 1951) indicates that at least 10% of the blind persons in the United States are under twenty years of age. The same report states 58.1% of the blindness among children of school age is of prenatal origin.[2] In other words, more than half of the children of school age have been blind since infancy.

This morning we are going to think about the preschool blind child and his parents. For purposes of this discussion we shall assume that the term "preschool" refers, as is implied, to that period between birth and the time when the child enters a formal educational program, presumably about six years of age. The number of blind children in this age group appears to be on the increase. Twenty-five years ago, or even as recently as fifteen, one would have seen quite a different picture as blindness among little children, particularly among infants, was decreasing with the compulsory use of silver nitrate in the eyes of all new-born babies. As you know, a peculiar ocular abnormality, causing sometimes partial and sometimes total loss of vision, appeared about twelve years ago. The condition was first defined by the late Dr. Theodore Terry, of Harvard Medical, School, as resembling a growth of tissue behind the lens of the eye, and therefore referred to, in latin terminology, as "retrolental fibroplasia". Later research has indicated that the defect is in reality much more complex than the name suggests.

Whereas a decade ago research in this area was conducted by one interested group of persons under the auspices of the Foundation for Vision (Boston, Massachusetts), today there are many centers interested in this particular problem. While retrolental fibroplasia has seemed to be more prevalent in certain geographical areas, with the incidence varying from one year to another, there is hardly a state which does not have children today who are blind from this condition. A survey of the medical research conducted in this country, as well as that of the literature which indicates the appearance of this condition abroad, has been reported by Dr. Leona Zacharias in the *Journal of Ophthalmology*, October, 1952.[3]

At present, medical science can offer nothing to the children who have a visual loss from this defect other than to try to prevent further complications. While one treatment after another is tried, in an effort to prevent this condition from developing, the fact remains that many children born prematurely are apt to be victims of retrolental fibroplasia.

The increasing number of blind infants has not only turned our thinking to the medical aspects of the condition but to the total well-being of the young blind child. For example, research is also being conducted in such related areas as how children with a visual loss grow and develop as compared with children who see, or what effects the attitudes of the child's parents may have

[1] Hurlin, Ralph: Statistics of Blindness in the United States. Social Security Bulletin, July, 1953.
[2] American Foundation for the Blind: "Blindness in America", p. 6, pub. 1951.

[3] Zacharias, L.: "Retrolental Fibroplasia; A Survey", *American Journal of Ophthalmology*, 35, 1952, pp. 1426-1454.

upon his rate of growth and development. I hope to share with you this morning not only some of the knowledge gained from such studies, but what is more important, information which parents have shared with those of us who are primarily interested in the blind child of preschool age.

It is natural for two parents to anticipate the birth of their child. When a mother knows a child is coming, she invariably makes certain plans. Her friends begin to "shower" her with attractive clothing for the baby and the items which seem essential for its physical care. Often this baby is longed for and now he is to be a reality. Parents hope and wish certain things for their child as a fulfillment, perhaps, for what they did not have themselves as they were growing up. It is natural for parents to have such plans and desires for their children.

The diagnosis of blindness in this baby comes as a shock to these parents. As we have indicated earlier, the baby in whom blindness develops may have been born prematurely, whereupon the parents have had other grave concerns preceding the knowledge of blindness. For the father, there may have been the anxiety as to whether his wife would live. He may have been told by the doctor, "We will try to pull her through but if we do, we may not be able to save the baby." If both the mother and the child live, the mother is discharged from the hospital, but she must leave the baby where he may be cared for in an incubator for as long as he needs such a supplementary environment as an incubator provides, and in the nursery until he has gained sufficient weight as to be sturdy enough to cope with the outside world. During this period he may develop serious complications which again increase the concern of the baby's parents and of those persons responsible for his care.

The very act of the mother's leaving the hospital without her baby is in contrast to all the parents' expectations. The prolonged separation of the baby from his mother, plus the isolated existence in an incubator, is thought by many authorities to have an effect upon the child in that he misses the close physical contact with his mother and all the love and warmth that she naturally gives her new baby. However, the subtle effect which this separation seems to have upon the mother in relation to her attitudes toward the baby is thought to be of even more significance.

In the meantime, while most fathers would be passing out cigars, this father, too, is asked "How much does the baby weigh?" and perhaps he must reply "2 lbs. 4 ozs." or "1 lb. 14 ozs." As one pediatrician commented, "Not as much as a good fryer." Father is human and he also has feelings.

Maybe the time has now come for the baby to return home. The mother is often afraid to take on the great responsibility of caring for this child who has been in such expert hands. It all falls to her now and she may wonder about her own ability. About this time the ophthalmologist may say "Your child is blind."

Parents are individuals. Each has his own way of reacting to strain, shock and sorrow. There is hardly a family which does not ask, "Why did this have to happen to us?" Many times parents believe God is punishing them by giving them a child who is blind. Parents usually arrive at a reasoning which seems to give them the most satisfaction and comfort. For example, a father recently said that he and his wife discussed what the ophthalmologist told them about the number of children who would be blind each year, and they decided if this were true, perhaps God had chosen them to be the parents of a blind child because of what they could give this child in the way of love and care.

It takes time to reconcile sorrow and for some persons it may take more time than others. We have all known those parents who have made a so-called "good adjustment" to the knowledge of blindness in their child. They try to think of their blind child as first a child, though he happens to be blind, and he is incorporated as much as possible into the total family life.

There are, also, those parents who are so grieved that they react by not being able to do enough for their baby. They buy him more and more toys and are always looking for something special for a blind child. They are not only ready to help the child when he needs assistance, but they anticipate every move he makes and are always there first so that he does not have the chance to help

himself. They remember how small and delicate he was at birth and continue to feed him for fear he will not get enough nourishment if he eats by himself. They have even been known to move from one section of the country to another only to find that their problems are not solved but remain with them. A child who is so stifled with solicitousness has little opportunity to know that good feeling which comes from being able to do something for himself and by himself.

There are also those parents who are so stunned by the situation that they lose their ability to react normally not only toward their baby who is blind, but even toward other members of the family. One mother, for example, upon being told that one of her twin babies did not see, returned home with the child and treated the twins in the same way. She bathed them, clothed them, fed them, but kept them in a bed together. Six months later, she was still doing the same thing. One year later the mother was carrying out the same routines, still keeping both children in their bed where she knew they would be safe even though one could see. When the twins were two-and-one/half-years-old they were still in the infant stage, even the one with normal vision, being unable to stand, walk or talk. Moreover, neither child showed any interest in persons or things.

Perhaps this illustration seems extreme, but the inability of parents to accept their children appears in various forms. A modification of this type of attitude may be seen in the parent who becomes extremely active in matters which concern blindness outside of his home. He serves on committees in parents' organizations and accepts responsibilities that give him recognition, particularly in the eyes of those persons who share his mutual interest in blind children. He does not seem to be able to do enough in the great cause of blind babies, but his problems between himself and his own child are unsolved.

Needs of the Child

Let us turn from a consideration of parental attitudes to the needs of the child. We know so much more about children today than we did some years ago, particularly in relation to how they grow and develop. Studies have been made of such details as the foods which are most conducive to growth, the amount of sleep a child needs, the number of repetitions which may be required in the performance of a certain task before it is mastered, the vocabulary of the so-called "average" child at various age levels. Though certain norms of growth and development have been established, the experts who have set up these norms add that they are only guide posts since each child is an individual with his own potential or maximum as far as his total capacity is concerned, and with his own individual rate of growth. We are told, moreover, that growth does not proceed on an even keel, but may be most irregular. Again the rate depends upon the individual child.

These facts seem worthy of particular mention at this time in relation to young blind children. While the blind child is an infant, a mother treats him as she would any infant in her family. She protects him, keeps him from being hungry and takes care of other physical needs so that he is comfortable. However, there may come a time when he is not sitting up as she expected he would at this age—particularly as compared with another baby in the neighborhood, or perhaps he does not stand without support or walk. If parents observe their baby is not developing as rapidly as anticipated, they may have questions and confuse any retardation which is on a developmental level with mental retardation. It has been observed that when a child comes to one of these periods of irregularity, when he shows apparently little progress, a mother is most apt to become discouraged. She may think he will never walk without support, or he will never be toilet-trained though she has "tried and tried". She may even think that someone else can teach her child better than she, particularly someone who knows blind children and has had experience "training" them, and again she begins to doubt her own abilities as far as the care of this child is concerned, even though she is his own mother.

While a child's physical needs are most easily recognized, it is well known that there are other needs which must be met if good growth and development are to be fostered. For the purpose of this discussion I would

like to suggest three specific needs of the preschool child:

1. He must have a family and know the feeling which comes from a sense of belonging and of being important to his family. The importance of family life in our culture today and its meaning to an individual has been described by many authorities, but probably most vividly by Dr. John Bowlby in his report to the World Health Organization on children observed in Europe and the United States over a period of years.[4] He emphasizes the need of the infant and young for a "warm, intimate and continuous relationship with his mother (or mother substitute) in which both find satisfaction and enjoyment."

To quote further:

> "The child needs to feel he is an object of pleasure and pride to his mother; the mother needs to feel an expansion of her own personality in the personality of her child; each needs to feel closely identified with the other. The mothering of a child is not something which can be arranged by roster; it is a live human relationship which alters the characters of both partners."

Dr. Bowlby then discusses the importance of the continuity of this relationship and the dangers if it is broken by such circumstances as repeated foster-home placements, or institutional care in which the child is one of many and has no opportunity for a close association with a mother-figure.

All babies need to feel protected and surrounded, as it were, by safety. They enjoy being held or cuddled; they respond to a rocking, rhythmic motion. If a baby is blind he must have more concrete evidence of his mother's closeness and her continuing love. He cannot see the expression on her face but he can feel the tenseness with which she picks him up, or the softness of her arms; he can tell how she feels by the way she quickly walks across the room or by the sound of her voice.

2. The blind child needs to feel a sense of independence and to know himself as a person. All children have initiative, in one degree or another, and are normally curious. They "get into everything" as we say. For example, when a mother takes her child to a grocery store, he always wants to touch and handle everything he sees. If a child is blind he has the same feelings and desires, as for example, the same curiosity about his environment. The blind baby reaches toward the sound of a rattle which attracts him provided it is not so loud that it is frightening—whereupon he might show his good judgment by withdrawing and in an effort to protect himself. He begins to explore a room by walking around the edge and touching the furniture. He handles a toy by putting it in his mouth where the taste buds of his tongue are also sensitive as well as the tips of his fingers. Much of the learning of the preschool years normally takes place through vision and consequent imitation. If a child cannot see he must depend much more upon his natural desire to explore and upon his association with people who help to bring the world to him. These people are first his family, therefore, we see again how early family relationships can have an important effect upon the development of the young blind child.

Some persons may think he learns primarily through toys and play equipment and may ask if he does not need special materials because he is blind. Again, studies of blind children, notably the work of the Chicago University Clinics, does not seem to uphold this assumption.[5] However, toys may well be a medium of developing relationships with people.

Parents have often reported behavior in their children which has been disturbing to them, as for example, the repeated activity of opening and closing doors, bouncing on beds, swaying of the body or head. It can give a child a wonderful sense of achievement if he can swing a door three times his size and feel that he has control over it. There is a school of thought that some of the mannerisms often observed in young blind children have their origin in the child's desires to explore his environment and to know his own capabilities. As he experiences success

[4] Bowlby, John: Maternal Care and Mental Health. World Health Organization, Geneva, 1952.

[5] American Foundation for the Blind, "The Preschool Blind Child Project of the University of Chicago Medical Clinics", 1952.

and knows what he is capable of as a person, many of these behavior patterns have seemed to disappear. The blind child needs to know he is a person in his own right. He should be able to refer to himself as "I" instead of "He". This feeling seems to come from having been given opportunities to know a sense of independence and his own capabilities.

3. A blind child needs to know the world outside of his family and himself. Experience seems to show that there is no better way for the child to learn about "the world of people and the world of things," to use a borrowed expression, than through participation which again normally begins with the family unit. The child grows through everyday experiences such as going shopping with mother, trying on new shoes and visiting with the postman.

A child learns not only from association with adults but also from other children. One excellent method of giving a preschool child new experiences is through a nursery school situation. Yet nursery school attendance is not essential to a child's general development in the preschool years, as many people would have us believe, but it can enrich or embroider a child's daily life. A nursery school should not be expected to be a substitute for what the home normally gives the child, but rather a supplement to the home life of the child.

When a group experience has seemed appropriate, parents have often been encouraged to use regular nursery schools for their blind children because of the additional benefits which may be derived from play with children who see. Children do not want to be different. It has been observed the blind child tends to think of himself as being like the others—which he is except for that fact that he cannot see. At the same time, he learns to recognize his physical limitation in an atmosphere of acceptance by the group. Moreover, it is helpful to the parents as far as their own attitudes are concerned to see their child participating like other children in other group activities.

It is recognized that there will be some children who, for some reason or another, cannot participate in this fashion. Therefore, there may be a need for some kind of a study center for those children who require special treatment and understanding. Generally speaking, however, as to teaching skills, the blind child does not need anything more than the child who sees during the preschool years. When he grows older, to be sure, he will be learning braille and need a different kind of reading technique, but right now in the preschool years he is a child like any other growing child.

Needs of Parents

When parents are first informed of their child's visual defect, and most people agree that it is better for them to know as soon as possible, they naturally feel at a loss. People who have been through this experience have said they were too stunned at first to be able to ask the ophthalmologist the questions which later come to their minds.

Parents should feel they can talk freely with the doctor, without taking too much of his time. They should be given enough information about the diagnosis to help them in their own understanding of the condition. For example, it can help relieve a parent's feeling of responsibility for the blindness to know that a condition such as retrolental fibroplasia is not congenital, if the ophthalmologist believes it or not. Parents must also, in turn, be able to interpret the condition to their relatives, friends and sometimes the community. Parents not only look to their ophthalmologist and pediatrician for medical help, but they often expect the doctor to be able to give them information pertaining to other available services and educational resources.

Some persons are instinctively able to carry out their responsibilities as parents. On the other hand, most parents can profit from being able to share their problems with someone who understands how they feel. Parents have repeatedly said that it would have been so helpful had they been able to talk with some authoritative, sympathetic person about the medical diagnosis and their own feelings toward this child and blindness in general. Again, it has been observed that casework service, which helps parents in their understanding of the condition, and which supports parents in their natural desires to do for the child, is most helpful, and should be

available as soon as possible after the knowledge of the diagnosis.

Everyday the American Foundation for the Blind receives letters from parents scattered all over the country who write, as did this mother: "We want to do what is best for our baby, but we do not know what to do. More than anything else, we want our little girl to live as happy and as normal a life as possible."

All parents of growing children have questions at sometime or another. If parents have a child who does not see, they may have even more questions, particularly if some of these so-called "problems" (i.e., eating, toilet training) appear to be accentuated in their blind child.

It is helpful to parents to be able to talk about their blind child's development with someone who can interpret their child's needs, first as a child, then in relation to his handicap. Parents often need only the reassurance that they as a family are doing more than anyone else can do, and that their child is progressing well as compared with other children who have a similar visual loss.

There are many ways of meeting the needs which we have been discussiong this morning—as for example, through:

1. Home counselling
2. Casework service
3. Institutes for parents
4. Nursery schools
5. Play therapy
6. Parents' organizations
7. Research
8. National conferences in behalf of preschool children
9. Training institutes for workers

It is not the purpose of this paper to evaluate the various methods which have been so well described in the *Report of the National Work Session on the Pre-School Blind Child* (Published by the American Foundation for the Blind, 1951).

There is no one all-over answer to this problem of services. In each community there should be some person who knows the needs of children and of their parents, and the resources available in their particular locality. I would like to suggest three points, however, to be kept in mind:

1. That the blind child is first a child and can benefit from practically all the services which are primarily for children and their families, i.e., casework service (child welfare, family service) nursery schools, child guidance clinics, well-baby clinics.

2. That any service, to be of value, must recognize the blind child as an individual, with the same needs as any growing child, and his parents also as individuals who react in their present experience in relation to, or in terms of, all their life experience up to this time.

3. That service should be conducted by persons who have the professional qualifications which enable them to serve blind children and their parents adequately and appropriately.

The goal of services might be stated as fostering a good relationship between the blind child and his parents, based on understanding, mutual trust, so important if a person cannot see, and love which deepens with understanding and trust. To help parents that they may be able to provide an environment which is conducive to their child's optimum development, is our nationwide obligation to the preschool blind child and his parents today.

MR. CHAIRMAN: In this paper I have set forth the needs as I have seen them in my own experience and from observation of programs throughout the United States. I hope that the panel will proceed to a discussion of some of the more specific ways in which these needs may be met and, again, I shall be very happy to share with you from my own experience.

CRITERIA AND STANDARDS OF SERVICES FOR THE BLIND

M. ROBERTA TOWNSEND

Director, Homework & Survey Department, National Industries for the Blind, New York, New York

A year ago we were asked to describe the ideal agency for the blind. "Ideal" as defined was found to be of such perfection as to be practically unobtainable.

Today our subject is a more realistic and positive one, "Criteria and Standards in Services for the Blind."

Criteria is the rule or test by which anything is tried in forming a correct judgment respecting it.

Standard is that which is established by authority or common consent, as a model.

Let us take stock before we attempt to say how we might go about establishing criteria and standards in the field of work for the blind.

Work for the blind has a proud heritage and for a period took the lead in certain aspects of service to a handicapped group. It must, however, now look to its laurels for it has unfortunately been guilty in some instances of coasting comfortably on past achievements, complacent in the assurance that privileges and preferences guaranteed sound service to its clientele. Coasting, we must note, goes down—not up. Rehabilitation in other categories has not only caught up, but in some areas forged ahead of programs for the blind.

How has this come about?

In antiquity, the Tower of Babel was left unfinished because the tongues of men could not be understood. Not so in work for the blind—if common understanding could not be reached, each worker withdrew to build his own tower. Some have grown fine in structure and usefulness, and some, too many languish under the dust and cobwebs of the last century.

A lack of standardization of services as well as an equal lack of unanimity of thinking has fostered many sporadic programs. Some continue to duplicate those already in existence, some hide behind a long list of high sounding services, no one of which is actually available to the client.

It is agreed that the false or undesirable program should not be condoned, but are the so-called acceptable organizations wholly without fault? Have they in some instances become top-heavy with a multiplicity of professional services, the soundness of which may not have been fully or conclusively put to the test? Are services imposed upon the client which may or may not have value to him as an individual, but perhaps look well in tabulated form in monthly reports or incorporated in public relations material?

Is this perhaps one of the weaknesses which has been borrowed and used by groups lacking intellectual or professional understanding, or in some cases, integrity? Is this not wherein the danger lies of perpetuating techniques rather than a more stable standardization of comprehensive services to the client?

We need not, I think, delve into dry statistics to prove our point. As a group, supposedly interpreting services to the blind on a national level, we must be concerned with standards which will not only reflect in this or that agency, but will raise the total field to as high a level of competence as it is reasonably possible to conceive.

As a start towards the consideration of standardization, perhaps it would help to review those individuals for whom a total program for the blind should be intended, —the pre-school child, the child, the youth, the adult and the aged. It is essential that we think of these age groups, not in terms of the disability of blindness alone, but against the background of a broad understanding of the processes of growth and development over the entire life cycle.

Let us take a hasty look at each category and what is being offered them.

In recent years we have recognized important and specialized services to be rendered the pre-school child, no small part of which is the education and counseling of the parents.

The blind child has for a long period been

offered educational opportunities both in schools for the blind and schools for the seeing. A sharp divergence of opinion still prevails as to which school setting is best. The decision, it could be said, is largely predicated upon the convictions of the educators involved, rather than in relation to the individual child.

Youth is a bracket which has not been too clearly differentiated. This may not be offered critically to agencies serving the blind for the Mid-Century White House Conference on Children and Youth marked a noticeable nation-wide gap in service to this classification. "This", they said, "is the group selecting and establishing values for themselves, which in composite will set patterns for our country in the years ahead. Look hard at young adults, who they are, what they are like and what this means in our work with them".

Too many youth programs today function to serve the objectives of the adult and frequently young people are forced into making vocational choices before they have found themselves as people.

It would be well for agencies for the blind recognizing and serving youth to examine existing programs for young adults in the light of the new knowledge about their developmental needs and new services for the teen age.

The adult represents the largest block of services offered by most agencies for the blind. Perhaps in reference to the adult, we should remind ourselves that the full battery of rehabilitation services, medical, psychiatric psychological, social, vocational, educational, training, work opportunity and employment are all leveled at one comparatively defenseless target—the blind individual. The beginning, the end, the success, or failure of the whole program rests upon its effectiveness in relation to him.

Do we reflect, for example, upon the fact that medical care and money alone do not give the ego satisfaction and gratification to be gained from belonging and taking an active part?

Do we remember, too, that the function of all services is to open up elements of individual development for fuller social participation as well as usefulness of living?

Often, the answers, if honest, would be in the negative. No little part of the problem to some of us, who are asked from time to time to offer advice upon programs which have retrograded, is the almost hopeless task of reviving the faith and interest of the client who has become demoralized and apathetic under misdirected services which over a period of years have been imposed upon him.

Last, the aged. This, like youth, in the overall picture, has been spot-lighted with new importance.

Problems of old age reflect a remarkable shift in age group in our population. The average age level is rising constantly. In fifty years, the number of old people has quadrupled while the total population has only doubled.

There is, however, no single measure by which an individual or class may be formally designated as aged or old. Their problems stem from the basic human needs they share with other age groups.

Problems raised by the steadily aging of our population, it is said, must be solved by cooperative endeavor among all agencies, public and private, not only for self-preservation but in a large sense out of fairness to older people themselves. Having made life much longer, we must now work to make long life worthwhile.

We have telescoped a great deal of material in a roster of persons served, but it is hoped by attempting to bring them to life we have pointed up an indication of characteristic needs inherent in each one. It is imperative in our field that we consistently develop an adequate understanding of the whole cycle of growth and change in human beings and the influence of social forces upon them.

Without more ado, let us get down to the business of how we may go about establishing criteria and standards.

If we believe in the capabilities of the blind and if we believe in securing for them equal opportunity in the seeing world, then what would be more logical or better to use as test or model in services to them than that which has been accepted as best in the total programming of health and welfare in society as a whole?

The American Foundation for the Blind has done this for the preschool child. Their pro-

gram is geared to the accepted standard of such services for the sighted child. It is in the main modified only in additional education and counseling of the parents and an emphasis upon the need for space perception, personal independence and object recognition being incorporated into the blind child's everyday play experience.

Staff is recruited from those well trained in similar services to the sighted child. It is felt that a small amount of special work in orientation and methods with experienced personnel would suffice to fit such persons to meet the needs of the blind child.

In counseling agencies and groups who contemplate service to the pre-school blind child the Foundation urges that preferably, such programs be physically set up in proper relation to accepted child-care agencies in the community, not as an unrelated department within an agency geared only to serve the adult blind.

Almost without exception for each age group, properly being served by agencies for the blind, there is a well defined program or service in existence which may be studied and used as a pattern in setting up standards. Many organizations within the field offer material which would aid smaller agencies, or those in the formative stages of planning.

We are supposedly thoroughly versed in the specialized needs of the blind. Should we not be able to modify, as the Foundation and other agencies have done, techniques and procedures for the sighted to the comfortable use of the blind? Not a modification based upon budgetary problems or lack of competent staff, but actual limitations of the handicap of blindness.

There is an important piece of work to be done in relation to standardization. That is to establish job specifications, job qualifications and salary levels for personnel in agencies for the blind. To be consistent with our thinking of equal opportunity for the blind, they should be set up parallel with similar jobs for the sighted.

A number of differing professional and technical persons are needed to implement sound programs of rehabilitation and it is small wonder the public is confused by some of our commonly occurring inconsistencies in job performance and wage levels. Traveling across the country we will find programs for the blind unworthy of the name, any name at all, flourishing in certain communities. They are supported by uninformed, well intentioned citizens, often men of considerable prestige and influence. These same citizens, at some point may find themselves in a position to pass upon special legislation or other matters of concern to the blind. They may, for example, be asked to sponsor the fact that qualifications and salaries of workers for the blind should be commensurate with similar professional, technical and business operations. Recollecting the unfortunate programs they have been exposed to in their home cities, they will, and who can blame them, blue pencil any such material brought to their attention.

Somewhere it must be said clearly and unequivocally that without proper financial support, without program and without qualified staff, no service should be undertaken.

The last paragraph may seem irrelevant, tossed in at this point, but in the preparation of this paper, it has become increasingly evident that the problems of establishing acceptable critieria and standards, and setting them down on paper is not the problem. We can, I think accept the fact that total programming or any segment of it which an agency may offer to the community must be as nearly at a perfect level of performance as possible.

To assure ourselves that the total blind population looking to agencies for help will benefit equally from such an effort is the real challenge.

We have been taught that with certain ingredients we may not fashion a silk purse and programs which consistently lag and turn a deaf ear to progressive professional techniques and procedures, either unable to comprehend their importance or in them seeing a threat to their own security, will sell short any effort at standardization we may attempt.

There are those who look with dismay upon integration of the blind into programs other than those specifically set up for them, saying that the blind and their special needs will be lost sight of. This in itself is an inconsistency as it contradicts our prime objective of integration of the blind into normal society. This is subject to debate which we

cannot go into at this time, but I submit to you the fact that many organizations exist today in which there can be no quarrel upon emphasis of blindness, but clients enmeshed in their hopeless muddle of so-called services are indeed lost and will continue to be until workers for the blind are shaken out of their lethargy.

We can and must set up standards. The material is available and ready to use. It is imperative at the same time that we find some measure or measures to impose them, insuring full benefit to the blind individuals for whom they are intended.

Standard is not only defined as a model, but as a long slender banner denoting leadership.

That banner was raised many years ago by those who achieved with infinitely less in resources than we have today.

If, as workers for the blind, we intend to maintain such leadership, we must, indeed, look to our laurels.

PLAN FOR THE PREPARATION AND PUBLICATION OF A MANUAL OF USEFUL CRITERIA AND STANDARDS FOR THE GUIDANCE OF AGENCIES SERVING THE BLIND

* COLONEL E. A. BAKER, M.C., O.B.E.,

Managing Director, Canadian National Institute for the Blind, Toronto, Ontario

Since the inauguration of the established services for the blind more than a century and half ago, there has been evidence of a continuing and ever increasing desire to broaden and improve such services. Looking back from our present point of view, we are apt to question and criticize many of the conceptions and practices of earlier days. If, however, we were to put ourselves in the place of the pioneers in our field, I am sure both our field of vision and our horizon would have been substantially limited.

In our field, as in every other field of human endeavour, we have come a long way. We have benefited from the trial and error methods and the mistakes, but most of all, we have been inspired by the achievements of those who, despite manifold discouragements through public misunderstanding in general and the hopeless lack of confidence of so many of the sightless in particular, together with the lack of facilities and finances, had chosen the difficult task of helping the blind out of a traditionally hopeless and inherent role.

1. *Considerations Involved in the Preparation of an Outline of Useful Principles.*

We are all agreed that it is human to err. In attempting this, however, we may reasonably insist that, while there is some excuse for making a mistake once, there is less excuse if any for making the same mistake repeatedly.

In practically all countries where services for the blind have been organized for some time, the general level of service coverage and efficiency has been gradually improving. Some of these improvements have been due to education and to a broader understanding of the principles involved, and of possibilities. This broadening effect has been brought about through exchanges of information, conferences, interchange of visits and the study of more advanced programs. Thus, we have gradually emerged from the early beginnings into the present day, where a judicious combination of humanitarian, scientific and business principles govern our efforts.

We have now reached a point where we feel that we could contemplate the preparation of a text book or manual in which we would undertake to formalize many of the guiding principles and techniques that could be recommended by us as authentic and effective in the organization and application of a good service program for the blind.

2. *Method of Approach in Securing Helpful Hints from Active, Progressive Existing Programs.*

In considering this aspect, we are reminded of a discussion which occurred in a meeting

* Visually Handicapped.

of the Board of Directors of this Association. The subject under discussion was a Survey of Broom Shops employing the blind on the North American Continent, requested by a resolution of our Convention.

In the discussion, two points of view were brought out. The first favoured a Survey of the whole field in order to give a general picture of results and benefits being achieved. The second opinion raised objection to spending time, effort and money surveying all broom shops and average results, which would give a low standard, when as a matter of fact we were already aware that only about one dozen of the existing broom shops could be considered as successful from the standpoint of efficient management and results, and inspiring by reason of practical benefits to the blind.

It was therefore contended that what we needed in the field was to raise the sights of those who undertook to serve the blind through broom shop employment and to provide a definite pattern to follow that would lead to results of which the sponsoring organization could be proud and for which the blind could be truly grateful. Therefore, all those who are interested in providing the best possible service to benefit the greatest number of blind persons, may best be served by a Manual which will provide essential information on the Criteria and the Standards which should guide the development and administration of any good service program for the blind, whether specific or comprehensive.

3. *Recommendation to Membership of the A.A.W.B.*

Since it is our deep rooted conviction that every bona fide organization and worker for the welfare of the blind is anxious to observe sound principles and practices, to which we can all subscribe for the sake of the blind whom we are pledged to serve, the following proposal is now presented to you for a decision; i.e., that we, the Members of the American Association of Workers for the Blind in Convention assembly, do now earnestly request our Board of Directors to seek the necessary ways and means of providing a Manual of Useful Criteria and Standards for the Guidance of Agencies serving the blind and that our Board of Directors be requested to appoint a Sub-Committee to guide and consult in the collection and preparation of material appropriate for such a manual.

4. *Recommendation to the Board of Directors of the A.A.W.B. in respect to a method through which acceptable Criteria and Standards might be drawn from Agencies offering acceptable specialized services to the blind.*

It is obvious that the Manual of Criteria and Standards must be prepared in clear and concise form, to ensure a clear understanding of basic principles, ethical procedures, sound practices and essential requirements in any good service program for the blind, however limited or comprehensive.

To achieve this, much research and painstaking effort will be required. Our Board of Directors will undoubtedly recognize the necessity of utilizing the services of a well-established agency in our field. It is therefore recommended that our Board of Directors should consider the desirability of inviting the American Foundation for the Blind, whose establishment as a research agency was sponsored by this Association, to serve us in this extremely important project.

A special Consultant Committee appointed by our Board of Directors could be of great assistance to the Foundation in the development of a fundamentally sound and effective Manual for the guidance and use of organizations and workers for the blind, both present and future.

In conclusion, may I remind you that we have dedicated our talents to the service of the blind. Our objective is to guide, encourage and assist them to apply their talents to the fullest extent. It is our hope that they may be happy and useful citizens. They depend on us; we must not fail them.

THE OFFICE OF EDUCATION STUDY

"Qualifications and Preparation of Teachers of Exceptional Children"

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What special skills, knowledge, and understandings are needed by teachers of such exceptional children as the blind, crippled, mentally retarded, and speech handicapped? Do directors, supervisors, and consultants of special education in State and local school systems require distinctive compentencies over and above those required of regular school administrators? What qualifications are needed by staff members of colleges and universities who participate in sequences of preparation for special education personnel? What constitutes adequate professional preparation and how can this best be provided? What certification standards are neded in State and local school systems in order to provide qualified teachers? These and other questions coming from all parts of the United States indicate the need for intensive study of the qualifications and preparation of teachers of exceptional children.

Recognizing the values to be gained by making such a study on a Nation-wide basis, the Association for the Aid of Crippled Children of New York City provided two grants, totaling $50,500.00, to assist the Office of Education in serving as a facilitative agent for such a project. Dr. Leonard Mayo is director of the Association and Mrs. Alice Fitzgerald is associate director. The work on this study began in January 1952, and it is anticipated that the project will terminate some time during 1954.

In general, the purpose of the Office of Education study is to secure information concerning: competencies needed by teachers of exceptional children; professional standards for special education personnel; and curricula in colleges and universities preparing teachers of exceptional children.

The Director of the study is counseled by two committees. One is the Office of Education Policy Committee of which Dr. Galen Jones is Chairman. The other is the National Committee with Miss Gwen Retherford of the Kentucky State Department of Education as Chairman. In addition a number of other outstanding leaders in special education are serving as consultants on the study.

Two techniques are being used to study the qualifications and preparation needed by special education personnel.

One technique is the collection of information through inquiry forms. These forms have been sent to the following special education personnel throughout the Nation: Teachers of the blind, crippled, deaf, gifted, hard of hearing, mentally retarded, partially seeing, socially maladjusted, special health cases, and speech handicapped; directors and supervisors in State departments of education; directors and supervisors in local school systems; and instructors in colleges and universities engaged in teacher-preparation programs. In this way, leaders in the field have opportunity to report facts and to express their opinions concerning distinctive compentencies they consider basic for a teacher of exceptional children in their specialized area. Through these inquiry forms information is also being gathered on standards of State and local school systems for special education personnel, and on existing college and university programs for the preparation of teachers of exceptional children.

As part of the Study, the special inquiry form devised for teachers of the blind was mailed to 168 special teachers working in this field. Replies were received from teachers working in residence schools and in day schools. For purposes of the Study, the forms are grouped according to those teachers who had specialized preparation prior to December 1945, and those who had such preparation since January 1946. (Future publications of the Office of Education will contain the responses of these teachers.) One item in the inquiry form calls for a listing of the competencies considered most essential for teachers of blind children. Although the

data is at present incomplete and unpublished, it appears that the following abilities will rank very high on the list: (1) "The ability to recognize individual differences in each blind child and to make provisions for these"; (2) "The ability to create a classroom atmosphere that is conducive to good mental health"; (3) "The ability to encourage and create situations in school in which blind children have an opportunity to associate naturally and freely with children of normal vision"; (4) "The ability to recognize possible causes of social and emotional maladjustment of blind children and to participate in planning courses of action aimed at alleviating these".

It is interesting to note that the item, "Ability to teach braille (when necessary)," is ranked tenth in importance in preliminary data. It is of further interest that the teachers having preparation prior to 1945 ranked the item fifth in importance, while those having preparation after 1945 ranked it fifteenth. This would seem to indicate that the more recently trained teachers are most concerned with the social and emotional adjustment of the child.

As a second technique, a number of highly qualified specialists are seeking through committee work to describe the distinctive competencies needed by personnel in the areas listed above. These specialists grouped in thirteen "Competency Committees" are preparing statements delineating the abilities, skills and knowledge needed by personnel in each of the areas of specialization. Many participants in the Study believe that the most important contribution coming from the project will be these committee reports. One Chairman, in speaking for himself, voiced the opinion of many others when he said: "Reports of significance will come out of the joint endeavor of these remarkable committee groups."

Miss Georgia Lee Abel, Education Consultant, American Foundation for the Blind, is Chairman of the committee studying the competencies needed by teachers of the blind. Other members of this committee are:

Miss Iona Biggs, Texas School for the Blind, Austin, Texas

Mrs. Florence Henderson, Assistant Professor, San Francisco State College, San Francisco, California

Dr. Pauline Powers, City Public Schools, Youngstown, Ohio

Miss Geraldine Scholl, Elementary Supervisor, Michigan State School for the Blind, Lansing, Michigan

Mr. Edward J. Waterhouse, Perkins Institute and Massachusetts School for the Blind, Watertown, Massachusetts

Mr. Everett Wilcox, Principal, Oregon School for the Blind, Salem, Oregon

The design of the study includes a number of meetings, some of which have already been held. On September 8, 1952, there was an all-day meeting of national organizations concerned with the education of various types of exceptional children. Both the American Foundation for the Blind and the National Society for the Prevention of Blindness were represented. On this occasion, the organizations had opportunity to review the design of the study and to make suggestions. During the fall of 1952, Miss Abel and her committee met in Chicago to examine the competencies of teachers of the blind. On March 7, 8, and 9, 1953, the Office of Education called a working conference of all the Competency Committees, which again gave the committee on the blind an opportunity to work together.

A highlight of the study will be a working conference at which findings will be presented for review. This will take place after committees have submitted their statements and after the data from the inquiry forms have been collated. The occasion will provide for interpretations of data and for the development of recommendations. A report will eventually be published and will provide a wealth of factual and attitudinal information which will be useful both in planning standards for special education personnel and in developing curricula in colleges and universities. It is anticipated that the use of the findings will serve as a basis for improving the competencies of special teachers, which in turn will contribute to educational programs for exceptional children in the Nation's school systems. By so doing, the possibilities for satisfactory life adjustment of these children will be multiplied and society in general will benefit.

WHAT INDUSTRY EXPECTS OF A BLIND CONCESSIONNAIRE

GIBSON L. SMITH

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When W. J. Strickland, representing your Program Committee, called me on the telephone last winter and asked me to speak to you on the subject of "What Industry Expects of A Blind Concessionnaire" I was in bed with the flu and I think my temperature must have gone up another degree or two in the space of our three minute conversation. The thought of going to Washington in the middle of July to speak before a group of strangers on a subject that I knew very little about did not strike me as being something to bring sunshine into a sick room. However, in the space of that three minute conversation I told myself that I had to do it. In fact, it was the least I could do, realizing that this whole program to aid the visually handicapped is so full of sacrifice and courage being displayed by those helping and those being helped. There is no program that I know of that demonstrates more applied Christianity than the program of the American Association of Workers For The Blind.

Now you ask me "What Does Industry Expect of a Blind Concessionnaire?" My first tendency would be to paraphrase that question with "What Should The Blind Concessionnaire Expect of Industry?" Certainly there is an obligation and a willingness on the part of Industry and Business to help the blind help themselves. That's the American Way. It is the independence and freedom of soul that our economic and political system is built upon—and the system that we want to nurture and cultivate. Surely the big brother can help the little brother and that too is our system. The human obligations of man to his fellow man is the cohesive force that holds our society together. The Father above looks upon his family below and is pleased when brother helps brother and seeks only love in return.

I am the Manager of the Real Estate Department of a group of Department Stores known as Belk and Leggetts. We have over three hundred stores in thirteen southeastern and middle west States. In Charlotte, N. C. we maintain our central offices which consists of the executive offices and the buying offices. In the buying offices and large display rooms we carry manufacturer's samples of almost every item you would find in an average department store. The manufacturers send their samples into our central office and there our buyers select the items that they are willing to recommend to the stores, and put them on display for the buyers who come in from the various stores in our group. Periodically we put on what we call "shows". For instance when we have a men's wear showing for spring, an entire floor is used for this purpose and all the houses we deal with will have samples displayed by our central buyers to our store buyers. Representatives from our entire group will come into Charlotte over a period of a week or two and select their spring line of men's wear. I am telling you this so that you can better appreciate how a blind concessionnaire fits into our particular group.

When we built this large central Buying Office we made no arrangements for a snack bar or a means to serve the needs of a large group of people such as tobacco, candy, kleenex, soft drinks, etc. That's when W. J. Strickland representing the North Carolina Commission For The Blind appeared on the scene. Joe came into my office and asked me if we would consider a snack bar operated by a visually handicapped person.

The first thing I wanted to know was who sponsored his agency. He explained that it was sponsored in our State jointly by the State and Federal Governments.

I asked him if he thought the snack bar would make enough to support itself. He had already studied our set-up and knew we employed some 200 regular employees; and buyers and salesmen were coming in everyday, plus the great additional influx when we held our shows. He felt confident that the enterprise could support itself. I saw immediately that this idea was one of those ideal situations in business in which both sides

would be benefited, but I held down my enthusiasm until I could get the facts.

"Mr. Strickland", I said, "maybe this thing will work and maybe it won't. Therefore I couldn't recommend to my people that we lease you space for a period of time."

"We're perfectly willing to take it without a lease", he said. "As long as we're both satisfied with the arrangement, it will be o.k. If it doesn't work out, either side can withdraw on thirty days notice."

"Now, about the service," I said, "Will your people be able to wait on customers with a minimum amount of delay, and will they be able to stand up to the pace that the peak periods may demand? Above all we demand courteous service in our business."

"Just you give them a chance. I know you will be pleased and somewhat amazed at the efficient service that visually handicapped people can render in a concession," he smiled.

"What about your stock of merchandise? Can we suggest items that we want you to carry from time to time?"

"Of course. We will be in business just like any other business and we will always strive to please the customer. In fact, we welcome suggestions." He was proud of his organization.

"What will our obligation be to the operators of the concession?"

"None whatsoever. The operators will be independent business men and women, but, of course, will be subject to the rules prevailing in the building for your own employees."

"Will you furnish your own fixtures and equipment?"

"Yes, we will set the concession up at our own expense. We will provide electrical equipment, tables, chairs, stools—everything."

"Will you have a local supervisor who can be of immediate assistance to your operators?"

"Yes, we have a local supervisor who is in constant touch with the concessions in your area, and if the problem is beyond his authority or know-how then the State Director can be called in."

"All right, Mr. Strickland. It sounds good to me. We'll go along with your program and give you a prominent space at the entrance to the main showroom. We will provide all your utilities at our expense, and you can forget the rent." I felt better than if I had closed a department store lease that I had been working on for years and at considerable less rent than I was prepared to pay!

To summarize, Ladies and Gentlemen, this arrangement with the blind concession has been an outstanding success. I believe it ranks very near the top of all the concessions in North Carolina, and we are just as happy with it as the Commission For The Blind is. The Operators have won our hearts and have been treated as part of the big family which makes up our organization. At Christmas and birthdays they are in on the fun and gifts. None of us think of the operators as visually handicapped and no one ever takes the least advantage of them because they are. . . .

HOW GENERAL SERVICES ADMINISTRATION WILL COOPERATE TO EXPAND THE VENDING STAND PROGRAM FOR THE BLIND

CHARLES A. PETERS

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I am glad to have this opportunity of meeting with the American Association of Workers for the Blind. I rather feel that, in many ways, I am one of you. Even though I have not met with the group before I have had dealings with some of you.

To those of you who don't know me I might say that I have been interested in the work of the Blind for about 20 years. During much of that period, I have been on the Board of Directors of both the Washington Society for the Blind and the Maryland Society for the Blind.

Since the passage of the Randolph-Sheppard Act I have also been associated with the vending stand program from the Fed-

eral government angle both in Washington and in the field. During these 15 or 16 years it has been very interesting to have some part in the development of this wonderful program.

Prior to 1936 when the Randolph-Sheppard Act was passed there were at most a half dozen vending stands in Federal buildings operated by blind persons in Washington. The stands were make-shift affairs set up in some corner of a lobby or corridor. They were cheap affairs which were not attractive and probably not very sanitary. The business they did was small compared to the business which is done on the average stand today.

When you compare this very modest beginning with the program of today which includes 51 stands in buildings in Metropolitan Washington operated by General Services Administration and additional stands in other Government buildings here, you will get some idea of the growth of the program.

During the war when the Government occupied many more buildings in Washington than it does today, the number of stands was somewhat greater. We are now in the process of trying to build back the gains that were lost when the Government organizations shrank after the war.

Along with that building program we are trying, at the moment, to prevent a further loss in stands because of the present Government economy program which is causing a further shrinking of the Government space needs. We believe that by careful planning, we can find additional locations to absorb those blind operators who may be located in rented space to be given up, or in temporary buildings to be torn down.

The growth of the program outside of Washington has also been spectacular. In the buildings operated by the General Services Administration the growth has been from practically no stands in the early 1930's to 170 stands today. Some of those stands will also be affected by the release of space through the Government economy program.

The various field organizations are going to have to be alert if a temporary set-back of the program is to be avoided. I will try to give you a few suggestions which may help to maintain the present level of the program, and also help to expand it when the present crisis has passed.

However, before I go on to that phase of the matter I would like to tell you of some of the problems of the building operator which play some part in the program, and also to tell you of some of the things which have been accomplished, and which will ulitmately help the program.

The agency charged by law with the operation of public buildings has a much more complex problem than is generally realized. The building operator is a service agency with the job of providing comfortable, attractive, well lighted and heated, clean, sanitary, suitable space for other Government agencies performing some project or other Government work authorized by the Congress.

The operator of the building must also provide the tenant with such services as the tenant feels are necessary and at the same time must protect the tenant against any interference or disturbance which might interfere with the work of the tenant. Each Government agency charged by law with a program has its own individual ideas of what constitutes ideal working conditions to secure maximum efficiency.

The building operator never has sufficient funds to do the job expected of him. In the General Services Administration this condition has been made much worse than usual by three substantial cuts in appropriations during the past three years. The natural result is that the building operator will try to avoid any added cost or other factor which may complicate his problem.

Where adequate feeding facilities are not available in the neighborhood, it is sometimes necessary for the building operator to provide those facilities through a concession contract. Occasionally the business is not sufficient to support both a cafeteria and a vending stand. Sometimes the tenant feels that vending stands will serve as an excuse for the Government employees to spend more time away from work than is necessary.

I have outlined all of the above to try to show you that the life of the building operator is not all a bed of roses. Sometimes, he can't do what you would like him

to do and you may find it difficult to understand.

May I now indicate how we are trying to help in the solution of these problems and how you may also be of substantial help to the building operator.

One of the first matters for consideration where it has been determined that a vending stand is needed is location. Both the stand operator and the building operator are very much interested in securing a correct solution to this matter.

When the program started, the common practice was to stick the stand in any corner of a corridor or lobby. This practice drew objection from the architects who had spent substantial sums developing beautiful lobbies and corridors, and felt that the stands were entirely out of keeping with the ornamental lobbies.

The building occupants objected on the basis that the employees hanging around a stand in a location where visitors to the building could see them gave the Government agency a bad reputation and resulted in rumors that the Government employees were loafing on the job.

The building operator didn't like this location because it detracted from the appearance of the building, created sanitation and cleaning problems, electrical and plumbing connections were practically impossible, and many other details added to the building operator's problems.

In looking for a solution we suggested using a room near the lobby for the purpose. At first the stand operator objected on the basis that the room location would result in loss of sales. Where we changed to room locations the sales generally increased. We found that the building tenant or occupant had less objection to the out-of-sight location and patronized the stand more. The few building visitors who were lost as patrons amounted to less in sales volume than the other increases in business provided.

Another item in favor of the room location has to do with the matter of service connections. It is far simpler to provide water and drain lines as well as electric power for vending machines and refrigerators in a separate room set aside for this purpose. Trash cans and other suitable containers such as bottle racks can be easily provided for in room space without creating unsightly conditions.

To provide a permanent solution and also to increase the number of vending stands which are placed in new buildings, we have convinced the architects who design the new Federal buildings that each building should be equipped with a special room, properly equipped to house a vending stand and to employ a blind operator. The standard manual covering the design of new buildings provides for such a room in each new Federal building to be constructed by the Public Building Service of the General Services Administration.

I don't want to create the impression that the only solution in providing a vending stand is to provide room space. There are many of the older buildings where this is not possible. However, when it is necessary to use corridor space many additional problems must be successfully solved if we are to have a stand which is considered a success by all of the interested parties.

Another factor which we have found adds a great deal to the public acceptance of such a stand is the design of the stand itself. If it is attractive and is kept neat and orderly with everything clean and sanitary, it serves to increase public confidence and becomes a good advertisement for more stands.

I would like to indicate that the aggregate number of vending stand opportunities in public buildings will depend upon the number of public buildings, the amount of space occupied, and the size of building population. I have also pointed out the possibility that Government retrenchment may reduce the possibilities for additional opportunities, unless we can take some counteracting measures. The question is—What counteracting measures can be taken?

We have given this matter a great deal of consideration in the General Services Administration, and many of us feel that the answer lies in the direction of installing many small stands, usually in locations where there would be little possibility of installing larger ones. I am thinking of the type of stand which sells *no* foods and beverages, nor any object which is particularly bulky, and which requires no equipment except a small counter

and back bar. I can make *no* definite estimate, but it seems to me that the aggregate number of opportunities might be greatly increased if it were possible to work out a merchandising arrangement for the sale of non-food and beverage items in a very small and compact space, without important mechanical installations or building alterations. Since such an arrangement would greatly reduce the amount of space required, and would avoid many of the operational problems which are created by more extensive operations, I feel that there might be times when corridor or lobby installations would be more feasible than they generally are under present conditions.

I realize, of course, that a suitable and standard sales list would have to be very carefully prepared, to insure that the profit margins would be sufficient to support each vending stand operator adequately. I suggest that serious study be given to the preparation of such a list, perhaps by the federal Office of Vocational Rehabiltation, in collaboration with the several custodial agencies of the Federal Government.

For several years after the passage of the Randolph-Sheppard Act, the United States Office of Education was responsible for the broad programs carried on under the Act. I remember seeing in our files a document which apparently was prepared by that office, and which was entitled "Principles of Placement Service for Blind Persons Applied by the United States Office of Education." This document was prepared about 1937, I believe, and it related to the Randolph-Sheppard Act. I am not sure whether it was ever officially issued, but it contained the following statement which seems to have a bearing on the present discussion.

> It is understood that no one individual can be benefited if such benefit is detrimental to the entire group, and again, the service shall be so organized and administered as to perpetuate benefits far into the future, and opportunities of the present day must not be dissipated to the detriment of blind persons of tomorrow.

I thoroughly agree with this well-stated policy—as much today as in 1937. I believe that the interests of the entire group will be best served by providing the largest possible number of separate and perhaps relatively small opportunities for self-support, rather than a smaller number of opportunities for operations on a larger scale. I believe, further, that this policy is in accordance with the original basic intent of the Randolph-Sheppard Act, and that under it we may expect the most opportunties for the blind persons of tomorrow, as well as for those of today.

In closing, I have a very definite recommendation to make to you, which, in my opinion, will do more to further the vending stand program for the benefit of the Blind than all the laws, rules and regulations which might be developed to further this program.

First, get acquainted with the building operating people having control of the buildings in the area you are interested in. They are human beings who would like to help their fellow man as much as you would. But, they have problems too. Learn what their problems are and perhaps you can help them solve those problems.

Second, don't insist on winning every point because you feel you are right and everyone else should give in to your opinion. Remember, one stand or one battle is not the important thing. The really important thing is to have a good program with as many stands as possible doing a job that is not only acceptable to all parties concerned, but a program which will continue to live and grow as the result of the combined efforts of many interested parties.

There are those who say that the Washington program is a substantial success and if that is so it is because of the application of the principles I have just outlined. And what is more important the Washington program will continue to grow because the correct basis for growth has been established.

May I wish you all the best of success in developing and establishing a truly great program which will continue to grow and expand to furnish the maximum service to the blind in your community.

Thank you.

STATUTORY SUGGESTIONS FOR STRENGTHENING P. L. 732

* HULEN C. WALKER

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It is indeed a privilege to have this opportunity to express a few opinions with regard to a Public Law which affects so many blind people.

While listening to the two speakers before me on this program I began to wonder why I was invited. In the beginning I must say to you that I am not a businessman as your first speaker; neither am I a supervisor as your second speaker. In fact, I am not even a vending stand operator as I know many of you here tonight are. That brings that part of the program down to merely the expression of a few personal opinions as to how the Act can be strengthened. I do not like to inject in to any meeting my own opinion, therefore I will say that the suggestions that I am about to make have been discussed with many other people and are suggestions which they believe are fitting.

Public Law 732, (commonly called the Randolph-Sheppard Act) was approved in 1936. Since that time no changes have been made in the original Act. In a progressive country such as ours even the Constitution which is the foundation of all laws on government must be changed from time to time to meet the need. Certainly then, we can expect to have to make changes in an Act affecting the vending stand program for the blind. Many attempts have been made to draft amendments to this Act at various times, and even some of these amendments have been introduced in the form of bills into Congress. It is reasonable to expect that some day a part or perhaps all of the necessary amendments will be enacted into law, thereby strengthening and expanding the vending stand program for the blind in Federal buildings.

To list a few of the changes which in my opinion would strengthen the Act, I will start with No. 1.

(1) Amend the original Act to change the phrase "Federal Buildings" to "Federal Properties." By making this slight change in the original Act it would be permissible to establish concessions to be operated by the blind in Federal parks and on Federal lands as well as in Federal buildings. I am sure that you will all agree with me that these slight changes would greatly increase the employment possibilities for the blind.

(2) Another important change that could be made in the law would be to insert the necessary wording to classify merchandising machines as concessions to be operated by the blind. You can readily see that this change would increase the income of the operator of the vending stand as well as furnish employment for blind persons in the operation of machines in buildings not sufficiently populated to support a vending stand. To me this change is a very important one.

(3) The final authority for locating a vending stand in a Federal building rests with G.S.A. It seems to me that the proper place for this final decision to be made would be in the agency whose primary purpose is to serve the blind. They are more familiar with the problems incident to the operation of a business by a blind person than anyone else, therefore the final decision or veto power over locating the vending stand or vending machine to be operated by the blind should be transferred to the department administering other phases of work for the blind.

(4) A clarification of the definition of blindness could well be inserted in the Act. This, however, would not be as important probably as a more clear-cut method of financing the original capitalization.

To sum up in a few words: Change "Federal Buildings" to "Federal Properties". Classify vending machines as concessions to be operated by the blind. Transfer the final decision for locations from G.S.A. to a department primarily serving the blind. Clarify the definition of blindness and outline a more definite financing method. Many of

* Visually Handicapped.

you will agree with me on these simple changes. Others, I am sure would have additional recommendations to make.

You will recall that in the beginning I stated that these suggestions are merely my own observations. I would like to urge that some definite recommendations come from this section to the incoming administration in order that a more comprehensive legislative program could be developed with regard to vending stands now operated under P. L. 732.

TEACHING MUSIC IN AN ENGLISH PUBLIC SCHOOL: (AN EXERCISE IN THE ART OF LIVING)

*ANNE BURROWS

Blind Musician, Edmonton, Alberta

People have often asked me how I, as a blind musician, set about the task of finding a post as a teacher in a school for sighted girls; and it speaks well for the improving relations between those who can see and those who cannot, that I took the same preliminary steps that I should have taken had I been able to see. For in July, 1947, I visited the London office of the Joint Agency for Women Teachers, and discussed the sort of work I hoped to do. The secretary told me that she had never before attempted to obtain a post for anyone without sight; but that she was willing to help me, proving her readiness by arming me with a sheaf of notices of vacancies on the music staffs of some of the country's best-known schools even before I had left the room.

For the next few weeks my mailbag presented a very discouraging appearance. The replies to my letters of application for jobs fell into two groups. In the first, typewritten notes presented the headmistress's compliments and the news that the post for which I had applied was already filled by another. In the second the letters were longer and handwritten, full of good wishes for my future, etc., etc., and said that, in the writer's opinion, the school had stairs that were so difficult to negotiate that no one without sight would be safe! And all this in spite of what I had said in my letter about the capabilities of my seeing eye dog! I was just beginning to have bad dreams about staircases when I had the good fortune to be asked to deputise for the piano teacher in a big London High School, and this I did for about a month. The experience was of great value to me; but it also provided me with my most tangible asset at that point, namely a testimonial from a headmistress, which would carry more weight than all the good words of my College professors put together. And it was not long after that was over that I applied for a job at Downe House, and was asked to go for an interview.

Downe House is a Public School for girls whose ages range from 12 to 17. It is a school, approved by the Board of Education; but administered by an independent board of governors made up of people who are prominent in education and in other branches of public life. The pupils' parents pay fees which nowadays are sacrificially high in order that their daughters may have the benefit of the many special educational facilities, individual coaching and the training and practice of leadership which the school provides. Downe House has gained for itself a specially high reputation for the work of the music department. To some extent the reputation rests upon the achievements of individual performers; but the real criteria for success are the achievements of the choir and orchestra. To give you an idea of these, I will mention briefly some of the works undertaken by the choir in the past five years. These were:—Monteverde's "Orfeo"; Bach's Mass in B Minor, (which was sung at the Albert Hall in London in company with choirs from many other schools, with some stiffening from the London Bach Choir); Britten's "A Ceremony of Carols"; Purcell's "Dido and Aeneas"; Pergolesi's "Stabat Ma-

* Visually Handicapped.

ter"; the first performance of Robin Milford's "Forsaken Merman"; and, most recently, Haydn's "Creation". Any music teacher would be happy to work in a school where so much, and such interesting music, went on side by side with an exacting academic curriculum.

It was with a great mixture of hopes and anxieties, therefore, that I went to the interview, which is one of the most exhausting experiences that I can remember, though I laughed inwardly when I was shown round the school and introduced to the innumerable flights of steps that it contains. There are steps everywhere, varying in depth, width, direction, consistency and age, to say nothing of number and direction, and most of the staff who can see grumble about them all day long! I spent the best part of a day in answering questions; and not merely my teaching qualifications, such as they were, came under review; but my whole way of life, my taste in books, and my interests in everything from horses to international politics seemed to have a bearing on the vital question as to whether or not to employ me.

That so thorough an examination was just as well as necessary, seems to me to be quite clear. To have employed me and then to have regretted doing so would have put the school and myself into a very distasteful position. Moreover, the headmistress, Miss Medley, had no colleague whom she could consult regarding the chances of success or otherwise in having a non-sighted member of staff. She asked me to teach in the school for a term on a trial basis and with a less exacting time-table than my colleagues; and after the term was over, I became a permanent member of the staff.

It was then that I began to learn the art of living as a blind individual in a sighted community. A blind executive or worker in an office or on a stand is a regular commuter between two worlds, the world of his work, and that of his private life. We had our private lives too, of course, and plenty of time in which to further them in our long holidays and at week ends; but for the rest of the time we shared everything, from cold bathwater to hot debate, and the adjustments that had to be made both by my colleagues and myself, did not end with the school working day.

My task was essentially one of reassurance: to those who did not know what to expect of me as far as interests and companionship were concerned; to those who were afraid I might feel sorry for myself, and to those who were not sure how I would cope with ordinary daily living. Then there was a great test of memory, for names and voices and identities and positions and interests. There were over three hundred of them to learn at once, to say nothing of the secondary test of remembering what one did where and when. It was essential to have as few slips as possible in any of these respects, because the one thing that we all wanted was to be able to forget about my lack of sight and any difference it might make, at the earliest possible moment.

Whereas it took some time for my colleagues on the staff to forget their preconceived notions about people who can't see, the children were much more matter-of-fact and really more courteous too, in their approach. They had been told nothing about me, except that I was bringing a working dog into the school which they were not to stroke or distract in any way by so much as a look, on pain of the most serious consequences. I was told to ask for whatever help I needed, assured by Miss Medley that I wouldn't be fussed over, and left to settle down in my own way. The girls helped me at the meals I shared with them, and quickly learnt that, if we happened to be walking together, it was easier for me to take an arm than to have mine taken. We talked about the things that interested us in an ordinary way, and I remember vividly the undercurrent of disapproval if a new girl, to make conversation at breakfast, should begin asking me a lot of questions as to how I lost my sight, or what it is like to be blind. My seeing eye dog, on the other hand, was a source of much interest and curiosity, and they did not think it in bad taste to ask questions about her and her training.

I should be glad to answer any questions regarding my teaching methods and experience that you may care to ask; but two incidents may interest you, as having a bearing on the special relation between a teacher who cannot see and a pupil who can.

Judith had been learning the piano at her

preparatory school and was not without ability. She seemed to be genuinely fond of music, but thoroughly wander-witted in her approach to her work. I tried to help her to become more collected and methodical; but all to no great purpose. Finally I devised a plan which I hoped would help her, and which would make my blindness pay off, so to speak. I had heard of a little piece called "The Horseman" by Cecil Baumer which would, I knew, be within Judith's capacities, but which was not in Braille and which had never been played to me by anyone. I gave Judith the piece, and asked her to teach it to me, notes, rhythm, phrasing and fingering. It took a very long time at first, because Judith was confused about where to begin; but as we went on, her grasp of the material became firm and by means of a practical experiment, she found out something of how teaching, and therefore learning, can be done. From that point onward she never looked back, and her enjoyment of her work naturally increased enormously.

If I had been able to see, I doubt if I should have had the patience to let Judith follow through the whole experiment for herself; and the help and prompting that I might have provided for her would have ruined the whole value of the project, which lay in developing her powers of deduction and elucidation.

The other incident concerns one of the classes in ear-training. There was a girl in this class whom I shall call Brenda. Her family had great hopes of her becoming a professional musician, and she herself had a great desire to study music. I knew, from the examination tests I had given her individually, that her aural ability was limited, and I was surprised to find that in the class-work she was getting results so good that I was reluctantly obliged to suspect her of cheating. Suspicion is not evidence, and I was in doubt what to do for the best. I could say nothing without making a difficult or an ugly situation. So I arranged matters in such a way that Brenda, instead of sitting at the back of the class and near one of her more gifted friends, would have the chair next to mine. This was not difficult to organize, as no one had a set place, and it was easy to engage Brenda in conversation about music while the others settled down. Immediately Brenda's dictations had in them the number of mistakes that I should have expected in view of her standard. When she was farther from me, her desire to be thought capable and competent in aural work, which she knew to be of great importance to her if she should take up music as a career, overcame her scruples against looking over her neighbour's shoulder and taking an indirect advantage of the fact that I could not see her. But when my hands on the keyboard were in full view, she could not bring herself to look at them, because she had a natural inhibition against taking a direct advantage of someone who could not see. In this way, by calling on Brenda's inhibition, instead of giving her an exhortation about honesty, the problem was solved for both of us, and no embarassing scenes or words were necessary.

Anyone who has tried it knows that community life is not all compounded of sweetness and light, and Downe House was in no way different from other communities in this respect. And when the claustrophobic moments came, one was deeply grateful for the train to London, or the friends in the next village. But always one was glad to return, tired in body maybe, but fresh in spirit for the demands of another week. For Downe was a place in which much was expected from everyone and much was given. For this reason, if for no other, it was a very happy place in which to live and work and grow. It is a school in which everyone learns from everyone else, from the headmistress to the newest new girl.

For me there was an added satisfaction in working for Downe House, because I was, in however small a way serving the sighted people who have done so much to help me as a sightless one. I can imagine now, as I never could before, what people mean when they talk about the special sense of pleasure they have in serving blind people in some way. But surely it would be better to remember that we serve each other. My work for the seeing has been pleasant and important to me; but the significant effect of that work is partly for the blind too. For, the five-hundred-odd girls who knew me at Downe House, when they meet other blind

people, will not only know how to treat them, but how much may be expected of them. And so I hope that in some way the old familiar cause of a proper social acceptance of people who happen not to be able to see may be furthered.

TEACHING MUSIC TO PUPILS IN DETROIT BRAILLE CLASSES

MARIE E. SPRENGEL

Instructor of Braille Music, Detroit Public Schools, Detroit, Michigan

In giving a resume of the music as conducted in our Detroit Braille Classes, it may be of interest to you to know that the first step in this direction was taken during the month of January, 1923. At that time we were fortunate in gaining, through the kindly interest and financial assistance of the Michigan Club, the rental, for one semester, of a piano, and five children began lessons, receiving two half-hour periods of private instruction each week. At the close of the term in June a short recital was given for parents and friends, each child taking part successfully in one or more numbers. During the following term parents of the pupils taking lessons met the rental cost of an instrument. Soon thereafter the Board of Education bought an excellent piano for the department, and since then four more have been purchased for us, so that we now have pianos at all of our Braille teaching centers except Central High School where we are privileged to use a piano which is made available during the periods when our pupils require it for their lessons.

In passing, I should like to mention that at present fifty-eight children are attending our Detroit Braille Classes, as compared to sixteen when music study was first introduced. General class-room work with these pupils is being carried on in four public schools throughout the city. There are seven classes, two in each of three schools and one in the fourth school; the maximum number of pupils per class being nine, the minimum, seven.

During the past three years the number of our pupils has been greatly increased. Due to the many cases of retrolental fibroplasia, a large number of very young children are being enrolled with us. These young juniors, which include kindergarten, first and second graders, are taken in small groups and given music appreciation experiences, ear-training, song material and rhythms. This introduction to the basic principles of music equips the child with a background for his more serious music study later on. It is the aim of the teacher to make each period of this earliest training as profitable and delightful an experience as possible; one which the child, musical or unmusical, will look forward to with eager anticipation; for, with the variety of material presented, there is much to be gained and enjoyed by all. These early lessons may appropriately be titled Music Recreation.

Appreciation Experiences: The child listens to compositions, or parts of compositions, and tells whether what he hears is playful, serious, happy or sad. Very often it is just "beautiful music". He recognizes a "lullaby" as quiet, restful music to which he can completely relax; martial music stimulates him, and he responds with animation to a lively "polka" or "gigue". He learns to listen for variations of expression and interpretation and we strive to cultivate in him a taste and desire for the best in music. Chopin's Waltz, Opus 64, Number 1, (the "Minute Waltz",) is a general favorite and is requested during nearly every lesson. In connection with some of the selections heard, a few interesting facts about the composer are presented. The teacher also reads to the group and short discussions are held. The Kinscella books, "Storyland" and "The Man in the Drum" are examples of the reading material used; all of which may, of course, be correlated with records.

Ear-Training: This includes the recognition of high and low pitch, the ability to name the tones within the octave which form the simple scale of C Major and to be familiar with this tonal pattern when it is played; also, to hear when the scale is com-

plete or incomplete. The child learns, too, to distinguish the similarity between tones of the same pitch name in higher and lower registers. He is taught the difference between single tones and chords and can, of course, readily hear when a combination of tones given simultaneously is euphonious or discordant.

Song Material: With these very young children no work in solfeggio is done. Simple rote songs are taught; songs with marked rhythms and pleasing melodies; work songs, plays songs, descriptive songs, lullabys, special holiday songs and songs to stimulate the imagination. The pupil is never required to act out any of this song material; his entire attenion being given to singing. A considerable number of these children are monotones or near-monotones; but they are encouraged and are frequently asked to listen to those (in group or solo) who have good voices, and the former often show marked improvement over a period of months. The good singers are our "canaries" and those who have not yet arrived are the "little crows".

Rhythm: The child is taught that rhythm is the "heart-beat" of music and we try to have him feel it in all the music he hears. He easily becomes conscious of the accented beat of the measure when a march or waltz is being played and he enjoys giving physical expression to the same by counting aloud, tapping, skipping or running. Another approach to rhythm is through familiar songs or simple melodies. These are played or sung, then the melodic patterns are tapped out for the class, and very soon the musical child can himself beat out short patterns and is delighted when his melodies can be recognized by other members of the group. The most enjoyable phase of this work is the rhythm band. Small instruments are introduced—sticks, clappers, triangles, bells, cymbals, tambourines, clogs, Pan's Pipes, bird whistle etc. The piano accompanies the group as they keep time with their instruments. At first all play together; later various passages are assigned to different instruments. At present we have three bands in which the very young children participate and the selections chosen for them to perform are short. As progress is made, longer pieces are introduced; for example, the initial number may be Schumann's "Soldiers' March" from "Album for the Young", and, finally, "Amaryllis" by Ghys. In addition to these bands there are also two rhythm bands made up of elementary pupils above second-grade level. These two groups are doing splendid work, several of the children being able to handle two or more instruments, a factor which greatly compensates for the lack of a larger number of pupils. Selections played by these more advanced children include Schubert's "Marche Militaire," Waldteufel's "Skaters' Waltz," Nevin's "Gondolieri" from "A Day in Venice," and Delibes' "Pizzicati". The instructor arranges most of the music for the band, and any attractive compositions with marked rhythm furnish excellent material.

Piano Preparatory Lessons: After a child has learned to read and write the Braille alphabet and can use the same with facility; also, when he shows some dexterity in the use of his hands generally, he is eligible for piano preparatory work. These lessons are usually introduced when the child has reached the second half of the third grade (the exceptional pupil, which is indeed rare, may be considered earlier). The lessons cover work in Braille music notation, elementary theory, finger gymnastics and contact with the piano keyboard. Pupils are taken individually or in groups of not more than three or four.

Braille Music Notation: These early lessons are not intended to give the pupil a complete knowledge of Braille music notation, but, rather, to familiarize him with the basic principles of note reading and writing; since the child learns and retains intricate details more easily as he encounters them in his reading experience at the keyboard. The small textbook, titled "First Steps in Braille Music Notation," was prepared by the instructor and consists of twelve progressive lessons:

1. The Music Alphabet
2. Note Values
3. Measures
4. Octaves
5. Time or Meter Signatures
6. Fingering
7. Rests
8. Dotted Notes

9. Bar Over Bar Pattern
10. Intervals
11. Sharps, Flats, Naturals
12. Supplementary Characters—staccato, accent, repeat signs etc.

A table of key signatures (major mood) and a short alphabetical list of abbreviated expressions are also included.

Elementary Theory: Theory and notation are supplementary to each other. When note values are introduced the child, having had no experience with fractions, is taught, by means of different lengths of polished wood, the relation of half notes to whole notes, quarter notes to halves and wholes etc. These wooden notes, as we like to call them, are a tangible means through which the child can more easily grasp the content of the lesson. This is also carried over into the study of measures where the equal units are separated by short wooden bars. In the lesson on time or meter signatures, after the pupil understands the meaning of the upper and lower figures he is given four-measure and eight-measure groups of notes to analyze and arrange into measures governed by given signatures. Similar exercises are presented in connection with the study of rests. A thorough study is made of melodic and harmonic intervals (especially the latter) and simple triads and common chords are explained. Here the correlation of ear-training is also important, attention being given to the development of relative pitch, the ability to hear the difference between melodic and harmonic intervals, to recognize the difference between a triad and a four-tone chord, a major and minor scale, a scale and an arpeggio, and to be familiar with a trill, a mordent or a grace-note when it is played.

Finger Gymnastics: Finger exercises are introduced away from the piano which will assist in training the fingers to become free and independent in their movements. Hand and arm position are given consideration; also, correct body posture and the importance of relaxation. With few exceptions, this phase of the child's training presents greater difficulty than perhaps any other; since, even after the pupil has advanced beyond this basic training, some of these physical aspects still remain matters of concern and require constant guidance. The average blind child finds it hard to acquire those easy and graceful movements which we desire and which are so advantageous to him in his playing.

Contact with the Piano Keyboard: The pupil becomes thoroughly familiar with the piano keyboard, is taught to play short exercises and one-octave scales and is given opportunity to read and memorize simple melodies and little pieces. During this initial training very little outside practice is expected; for it is decidedly to the child's advantage for the instructor to be with him during these early experiences at the piano. He must, of course, spend some outside time on his technic and on the material which has been memorized during the lessons; but he is not required to do any independent work in reading and memorizing.

In piano preparatory the pupil is given one or, when possible, two forty-minute periods a week and the course generally extends over one and one-half school terms. Upon satisfactory completion of these lessons the child is well equipped to go forward with his private piano study.

At present our percentage of piano pupils is low, due, of course, to the fact that most of the children are too young. Sixteen are taking lessons, the majority, two lessons a week.

For many years those pupils who played well enough were presented in an annual evening recital given for the general public. During more recent years, however, several short programs are given throughout the term by the children in their respective schools; rhythm band and singing included. Our pupils are also frequently called upon to participate in auditorium and general music programs presented by the sighted children in the building.

We find that a great many of our pupils use their music a great deal outside of school. Several have become active in their church communities, playing regularly for the Sunday-School classes and contributing to church programs. They also play for clubs, at luncheons and dinners, and we have had a few who have given solo recitals. Perhaps, more than any other, music is a socializing factor which helps the child to become recognized and accepted by his friends and in his

community. Some time ago one of our colored boys who has made his way into a dance band remarked: "Music makes me popular with the fellows." This lad, now in high school, appreciates and uses the classical music in high school, appreciates and uses the classical music he is being taught; but he has aptitude for popular music and certainly relishes the returns it brings—six dollars a night.

Staff Notation: Pupils who are serious about their music study and continue it through high school are given a semester (one forty-minute period each week) of staff notation. If several children are ready they are taken in a group, otherwise, individually. This course is designed to familiarize the pupil with staff terminology and, by means of a metal staff graph or embossed patterns of staff music, to give him an accurate picture of music as it is interpreted for those with physical sight. On completion of the course the pupil is able to write Braille music from staff dictation. If he wishes to continue music at college or at a conservatory he is equipped to advance normally with his fellow students.

Parent and Teacher: In the day school we are in very close touch with the child's parents. This has its real advantages; however, there are also disadvantages. Most parents like to feel that their child has musical potentialities, and when he can tap out a little tune on his toy piano or approximate a simple melody on the harmonica they are convinced that he is ready for piano lessons. The wise parent can be persuaded to abide by our judgment; but others find it hard to wait. Then there is the occasional parent who thinks his child should play popular music and jazz. On the whole, however, a spirit of good co-operation exists between the parent and the teacher.

Mentally Slow Children: A number of our children are mentally under-equipped; many of them musical, and these are not deprived of piano lessons. If a pupil lacks the ability to comprehend and utilize Braille music notation he is taught by rote. It is always a disappointment to have to resort to this method of teaching; but we do not feel that a musical child should be deprived of the pleasure of playing the piano and of receiving proper guidance because of his inability to comprehend the work in its entirety.

Practice Problems: Some of our younger pupils do not have a piano in their homes. In such instances temporary practice periods are arranged at school, generally during the noon hour, when it does not interfere with the literary program and when a piano is more easily available. The Detroit "Lions" have been co-operative in placing second-hand pianos in homes where parents have been unable to meet the cost of an instrument. Parents who can afford to buy a piano are usually interested and prompt in meeting the demand.

There is always, of course, the problem of a child's making good use of his piano. With radio and television, he no longer lives within a small sphere of his own; on the contrary, he is aware of all that is going on in the world about him. He is being informed and entertained, and practicing piano offers little or no attraction. Recently one of our most promising children, a little boy aged eight, when questioned about his practicing, informed the instructor that most of his time was taken up with programs. In this case an understanding mother did her part. Unfortunately, such co-operation is not always realized.

All of our elementary pupils are transported to and from school on special buses and, since the drivers must cover a large territory, the children arrive late in the morning and are picked up before general dismissal in the afternoon, which means that they miss from one to one and a half class or study periods each day. With this shortened day, teachers in charge of the academic work find it difficult to integrate the literary and music schedules so that pupils have the amount of time necessary for each subject. There are semesters when it is not possible to give all of the children two piano preparatory or two private piano lessons a week, even though lessons are sometimes conducted during the noon hour; consequently, under such circumstances, the pupil cannot progress as rapidly. With our high school students we are not confronted with quite the same problem, as most of these pupils travel independently; but, with one

teacher working in four buildings, there is also an occasional semester when they, too, lose out in the planned two-lessons a week program.

In our day school it is not possible for a child to realize the advantage of a complete musical education. We are able to provide the fundamentals and to give those who are interested and capable training in pianoforte playing. Whenever it is possible our pupils are enrolled in singing classes with the sighted children of the building. In one or two instances the regular instrumental teacher in the school has given the Braille child a few lessons in violin or trumpet playing; but most of these instructors are reluctant in accepting a Braille child, explaining that their classes are over-crowded and that they cannot give our child sufficient attention. We have had one or two pupils who have studied the accordion, clarinet or pipeorgan with an outside private teacher.

The residential school with its well-organized music department offers the musical child all of those opportunities which we, too, should like to give him; however, with the existing limitations, we can only partially meet the demand.

In conclusion—taking inventory of the work in music accomplished during the thirty years of its existence in the Braille Classes of our Detroit Public Schools, we know that it has been entirely worthwhile. We have not been in a position to offer the whole; but the training we have been able to give has yielded dividends. We hope for greater opportunities and shall earnestly continue in our endeavor to make music a more vital and aesthetic force in the lives of all those children who study with us.

A SURVEY OF THE EDUCATION OF PIANO TUNERS IN SCHOOLS FOR THE BLIND

* CONNIE ANDERSON

Blind Musician, Columbus, Ohio

Question 1: Can you devote enough time to each student, so it will be possible for him to become a good piano tuner, or do you have too many students to take care of?

Seventeen deparments said that they had enough time. They did not have too many students, and could give them proper training without any difficulty.

Here are the comments made by two departments.

(1) "I have too many students to take care of."

(2) "I have other things to do besides teaching the Tuning Department, otherwise I would have enough time." From my own observation, this sort of thing has been going on in schools for the blind for many years. Under these circumstances, a teacher cannot devote the proper amount of time to his classes, and pupils lose interest in the subject they are studying. If a school isn't going to take any more interest than this in the education of children, it never should have been established in the first place.

Two departments did not answer this question.

Question 2.—Do you have good modern equipment to work with?

Seventeen departments answered "yes."

Two departments said, "some."

One said "fair."

The other department said, "none too good." When a state does not appropriate enough money to allow the school for the blind to operate properly, it creates difficulties in every department of the school. We have already discussed this situation in the music department section.

Question 3.—Do you have a good selection of replacement parts?

Nineteen answered "yes," and the other two said "fair."

Question 4.—Do you instruct your students to do speedy, as well as accurate work?

Fifteen answered "yes."

There were various reactions from the other six departments.

* Visually Handicapped.

One teacher summed up my reason for asking this question very well. He said, "accuracy first of course, but they must be taught that speed makes a living." That is precisely why I asked this question, because I felt that every tuning teacher should keep this thought in mind.

Here are the rest of the comments.

(1) "This is our trouble." If this teacher is not capable of figuring out ways to combat this situation, he should not be a tuning instructor, because students that graduate from this Department will never be able to compete with sighted piano tuners.

(2) "When they are advanced. I feel that speed will come when they are in the trade." In many cases this statement is true, but I have seen graduates who were accurate, but never worked up any speed, even after 3 or 4 years of tuning. I know of a blind tuner who was given a good job in one of the leading music stores in his city, and he lost this job in several weeks, because each day he was expected to tune a certain number of pianos, which he was unable to do. This happened 15 years ago, but the store has never hired another blind piano tuner. When blind people are given jobs in sighted industry, and fail to meet the required qualifications, they not only make it hard on themselves, but also make it very difficult for others to obtain similar jobs who might really be able to hold them.

From what I have just said, it is quite obvious that I do not agree with the statements made by the other four teachers.

(3) "No, speed comes as accuracy is mastered."

(4) "First accuracy, speed will come later."

(5) This statement was made by two teachers. "First accuracy, then speed."

Question 5.—Do you train the student to repair all the various kinds of modern pianos that are now manufactured?

Fourteen answered "yes."

Here are comments by two teachers.

(1) "Yes, as far as models allow. Information is also received from text books." This teacher realizes that students should be taught to repair all the various kinds of modern pianos, but he apparently does not have the instruments on which to instruct the students. However, he makes a big effort to overcome this disadvantage, by having students study text books for some of this information. In the music department section, I said that if you lack equipment, but have a teacher with a good imagination, it is still possible to have a good department. The comment we were just discussing is a good example of what I meant.

(2) "Nearly as possible." This amounts to about the same thing as the comment we just discussed.

Four departments answered "no." All blind students who intend to work in the tuning field, must be expert repairmen, if they hope to compete with sighted piano tuners. Any teacher that takes this attitude, will be lucky if any of his students ever work steady in the tuning field.

One department did not answer this question.

Question 6.—Are all students given complete instruction in string repair?

All 21 departments answered "yes."

I wish that all the departments could answer "yes" to every question, because then I wouldn't have any comments to make, and this paper would be much shorter. I hope the day will come when both the tuning, and music departments will be able to do this.

Question 7.—How much book work in piano tuning do you require the student to take?

Seventeen teachers said they give their students ample book work.

One teacher said, "not much material to read, but students are required to read what they have, when it concerns the particular job they are doing." From this statement, I gather that there are not enough books in braille on various subjects concerning piano tuning. Other subjects in schools have plenty of books, so I would recommend that more piano tuning literature be made available in braille. "Piano Tuning and Allied Arts," is one book on this subject that is in braille, (3 volumes). I am not positive, but I think there is a mazagine called the "Braille Technician," which had current articles on all the various matters concerning piano tuning. I checked the list of magazines that is published occasionally in the "Braille Book Review," but I couldn't find this magazine

listed. A magazine is published in braille for the musicians, called "The Braille Musician," and if there isn't any magazine for piano tuners, there should be an effort made to have one started.

The other three teachers said that they read to the students from sighted text books, and magazines.

Question 8.—When a student receives a diploma, can he tune and repair a piano as good as an expert sighted piano tuner?

Thirteen answered "yes."

The following comments were made by four teachers.

(1) "I will not sign any diploma, unless he is qualified for the work. I do feel that the blind tuner is more careful than a sighted person at their work, although I will say that we have blind tuners, as well as sighted tuners, who are not doing good work." I am in full agreement with this statement. Most blind people are more conscientious about doing their work well than the average sighted person, and some people make the mistake of thinking that God has given them super ability, because they are handicapped. This belief is not the truth, although it has persisted for many years. There is nothing that a blind person can do, that couldn't be done as well, or perhaps better, by a sighted person if they tried hard enough. However, most sighted people take their jobs for granted, while a blind person realizes that it is harder for him to find work, and he appreciates the fact that he has a job much more than a sighted person. So in most cases he works harder, and produces much better than most sighted people doing the same thing. Outside of being handicapped, blind people are simply normal human beings, (although there are many sighted people who do not seem to understand this), so we have good and bad ones, just like any other group of people. Some blind people do bad piano tuning because they should have never been sent out to do this kind of work in the first place. These individuals try to do their best, but they are incapable of competing with the sighted world. There are others who could do good work, but they just don't. I will give you an example of what I mean, by telling about a blind tuner I know. He started out some years ago, and built up a fine tuning business. Then he began to see how much he could find wrong with every piano he worked on, and talked the people into letting him do work which cost a lot more than they meant to pay for in the first place. Plus that, he started doing his work too fast, and sometimes any old way. Of course, the pianos did not hold up very long. He made good money for a while, but his customers were dissatisfied, and the next time they needed work done they got some one else, generally a sighted tuner. It was not long before he didn't have any business. He is now working at something else, and gets very little tuning work. As I have said before, when a blind person does a bad job, he not only hurts himself, but also makes it hard for other blind people who can do superior work.

(2) "No school can turn out expert technicians, because the students should have factory experience to accomplish this." Perhaps this teacher is right, but it seems to me that if the students are allowed to do a fair amount of commercial tuning, during the last 2 years they attend school, I see no reason why it couldn't be determined whether they had enough experience to be entitled to a diploma.

(3) "I do not give any student a diploma, because he must have experience in competing with sighted tuners."

(4) "Some can, some cannot." Diplomas should never be given out so carelessly. Those who can't meet the necessary qualifications should never be given a diploma, because they are the tuners who generally do bad work, even though they try to do otherwise.

One teacher answered "no."

Three did not answer this question.

Question 9.—Do you instruct students on how to make contacts, in order to obtain work?

Eighteen answered "yes."

The following comments were make by the other three teachers.

(1) "Yes. Students should be helped a little when they first graduate, to get started. It takes years of experience to be expert, the more years the better the tuner." This is exactly the same thing I recommended in the music department section, when I said that teachers should help students to

obtain employment when they graduate.

(2) "A little, but I feel that experience is needed to learn this properly." That is true, but if a big effort isn't made by the teacher to start the student on the right track, how is he going to know the proper things to do to get this experience?

(3) "But not too much." It sounds like this teacher is afraid that some of his students will learn too much, and be able to find work by some miracle.

Question 10.—How many former students work as piano tuners in music stores?

One school, 12 students.

One school, 10 students.

Four schools, 6 students each.

One school, 4 students.

Two schools, 3 students each.

One school, 2 students.

One school, 50 percent.

One school said they have some.

One school said they had very few.

Three teachers stated that none of their students were employed in music stores after they graduated. However, there are former students from these schools who are in business for themselves. These figures will be dealt with in other questions.

Four tuning departments have no record. I gave my opinion on this subject in the discussion concerning music departments, and I feel the same about tuning departments. I will not make any more comments about this matter when we discuss future questions.

One department did not answer this question.

In looking over the material concerning this question, I came across something very interesting. A former student from the Ontario School for the Blind, was employed as a piano tuner in a music store located in Shanghai, China. He worked at this store for 5 years.

None of the teachers said anything about the blind piano tuners who own music stores. Some of them are in this business, and they generally make a very excellent living.

Question 11.—How many former students work as tuners in piano factories?

Many schools for the blind are located in parts of the country where there are no piano factories. Several teachers said that there are not as many blind people working in piano factories to-day, as there used to be. This is not the fault of the tuning departments, or the former students, because the tuning business has been decreasing during the last 22 years. This condition has been brought about by the enormous sale of victrolas, radios, and television sets. Consequently, not as many new pianos are being sold, and so there are less tuners employed in these factories.

Fourteen schools do not have any former students working in piano factories.

Three tuning departments had no record.

Four schools have graduates working in piano factories.

First school, 6 students.

Second school, 4 students.

Third school, 3 students.

The fourth was the Ontario School for the Blind, and they said that there were former students working in piano factories all over Canada, but not as many as in former years.

The next three questions will be listed, and then a discussion of all these questions will follow.

Question 12.—How many students that graduated between 1920, and 1930, have had steady employment as piano tuners?

Question 13.—How many students that graduated between 1930, and 1940, have had steady employment as piano tuners?

Question 14.—How many students that graduated between 1940, and 1950, have had steady employment as piano tuners?

Twelve departments had a record of the 30 year period. Two had a record of the 20 year period from 1930, to 1950. Two had a record of the 10 year period from 1940, to 1950. Several years ago there was a fire at one of the schools in this last group, and the records were destroyed. Between 1934, and 1940, the tuning department was discontinued at the other school in this group.

Four of the twelve departments with a record of the 30 year period, graduated the largest amount of professional tuners between 1920, and 1930. During this period, the problems of piano tuners were different from those which had to be considered in the case of professional musicians. There was a big demand for piano tuners until 1930, but since then, opportunities in the tuning

field are very bad, and this situation is steadily getting worse. In 1930, everybody began buying radios, and there was less interest in keeping up pianos in the home, or buying new ones. In the case of professional musicians, this situation was much different, because there were more jobs available after 1934, and this continued to be the case until 1950. Then, everybody began buying television sets. This has been hard on both the piano tuners, and professional musicians.

Four departments that had a record of the last 30 years, graduated the largest number of piano tuners between 1930, and 1940.

Two departments of this group graduated the largest number between 1940, and 1950.

One department had the same amount for each of the three 10 year periods.

The twelfth department in this group did not produce any tuners between 1920, and 1930. From 1930, to 1940, four graduates had part-time tuning work. From 1940, to 1950, three graduates were part-time piano tuners. In the last 30 years, not even one graduate had steady work in the tuning field. Even though poor equipment is partly the trouble, this Department should be re-organized, or it might as well be discontinued.

The first department that had a record of the 20 year period from 1930, to 1950, had the same amount of graduates working in the tuning field for each of the 10 year periods.

The second department in this group, graduated the largest number of tuners between 1940, and 1950.

One department that only had a record from 1940, to 1950, said there were six graduates working in the tuning field.

The other department in this group, said four graduates were working as tuners.

If a school has 200 or more pupils, the tuning department should be able to produce at least one graduate a year who is able to work steady in the tuning field, or ten tuners for each 10 year period. Only five departments were able to do this part of the time, and none of them were able to accomplish this over a 30 year period.

Four departments did not have any record.

We have one more department of the 21 to account for. Here are the answers given by this teacher for the three questions we are discussing. From 1920, to 1930, six graduates worked in the tuning field. From 1930, to 1940, six graduates. From 1940, to 1950, ten graduates. At the end of the list of answers this teacher made the following comment. "This is my first year of teaching piano tuning, and only the third year it has been taught in this school." If this Department has been only operating 3 years, how can this teacher give an account of graduates who are working in the tuning field, for a period of 30 years?

Question 15.—Does the Tuning Department continue to try new ideas, in order to keep up with modern methods?

Twenty departments answered "yes."

The other teacher did not answer this question, but his other answers were so good, that it left no doubt in my mind that in this case the answer was "yes."

After studying all the material very carefully, I believe that the ten departments were not stating the true facts when they answered "yes." The other eleven do continue to try new ideas, and make a big effort to keep up with modern methods.

The following was written at the end of the questionnaire, and was not numbered as a question.

Please tell about anything else interesting concerning the Tuning Department, which has not been covered by this questionnaire.

Here are some of the comments made by the tuning teachers.

(1) "Two years ago the school building burned, and the Tuning Department was in this building. Since then the Department was moved to another building, which is also used as an orchestra room. This is very unsatisfactory, and noisy, and not much repair work can be done. A new building will be completed next fall, and the Tuning Department will be moved into this building, with rooms exclusively for tuning instruction. Also, we will have all new tools." This teacher has really been working with all the odds against him. Any student who can tune a piano while music is being played within hearing distance, must be even better than some of the best experts. All departments should have adequate space, and the best of equipment, if good results are to be obtained. I am glad to know that the above difficulties will be straightened out after this year. Many of the other departments com-

plained of having very poor equipment, and in several cases, it is hoped that this situation will be straightened out before long. However, in most cases of this kind, there dosen't seem to be any promise that equipment will be forthcoming in the very near future. I gave my opinion about this matter, in the music department section, and the same is true in this case.

(2) "The piano Tuning Department was discontinued in 1934, preceding depression years. This was done because they thought radios had replaced pianos, but later it was felt that this had changed. After the present Superintendent was appointed, the Tuning Department was started again. The course covers 3 years of 18 major subjects of 6 weeks each. On satisfactory completion of the course, a diploma is granted each student. Piano tuning, and servicing of all types of modern instruments is thoroughly taught. Theory, and modern schools of servicing is obtained from modern text books, and periodicals for tuners. Thirteen school pianos are kept in good condition by advanced students from the Tuning Department. A capable student in the senior year is permitted to do tuning for the public, under the supervision of the teacher. He soon learns to meet the public, and he receives much valuable experience in traveling alone. He develops self confidence, which is invaluable to him. Advertising is also taught. Since 1946, some of the graduates from the Tuning Department have obtained fine positions. One is piano tuning instructor in another school for the blind. Another is working as piano tuner in a music store. Two or more are in business for themselves, and many others are doing part-time tuning." The teacher that made the above fine comment, sent in a perfect list of answers. Three other tuning departments were able to do the same. No music department was able to do this, although several came very close.

(3) "I feel that radio and television have cut the opportunities of tuners, but I think that in the end, instruments will prove to be more important than music produced by victrolas, moving pictures, radios, and television sets." This comment was from another teacher who sent in a perfect list of answers. I fully agree with him, and I think he has predicted very well what the future will be for both the professional musicians, and piano tuners.

(4) "Equipment and instruction above average. Enrollment of 5 students a year. Some take it for part-time instruction, and never intend to use it professionally. We work with music stores to keep up with modern pianos. New material being transcribed into braille, at the American Printing House in Louisville, for use in book work for this Tuning Department. Not completely satisfied with the training program, and hope I never shall be. I intend to improve training every way possible." This comment is from another teacher who sent in a perfect list of answers. I got a real thrill out of the part where he said, "I am not completely satisfied with the training program, and hope I never shall be." If all the teachers in both the Tuning, and music departments only had this attitude, a paper on the above subject would really make wonderful reading, and there would be many more blind people working as professional musicians, and piano tuners.

I want to thank all the tuning teachers that helped write this material. I know that all of them did their very best, and I really feel bad about the fact that some material contradicted itself, but this may have happened because the teachers were very busy, and didn't have enough time to work on the questionnaire. The tuning departments in general, have really made progress during the last 30 years, but it is easy to see from the above material that many new things must be accomplished by some of these departments.

The following is a list of the 21 schools that answered the questionnaire for the tuning department.

Alabama Institute for Deaf and Blind.
Colorado School for Deaf and Blind.
Connecticut Institute for the Blind.
Georgia Academy for the Blind.
Illinois School for the Blind.
Indiana School for the Blind.
Kansas State School for the Blind and Sight-Saving Classes.
Kentucky State School for the Blind.
Louisiana State School for the Blind.
Maryland School for the Blind.
Minnesota Braille and Sight-Saving School.
New Mexico School for the Blind.

Oklahoma School for the Blind.
State School for the Blind and the Deaf, Raleigh, North Carolina.
Western Pennsylvania School for the Blind.
South Dakota School for the Blind.
Tennessee School for the Blind.
Washington State School for the Blind.
West Virginia School for the Deaf and Blind.
Wisconsin School for the Visually Handicapped.
Ontario School for the Blind, Brantford, Ontario, Canada.

It took many long hours of hard work to prepare this paper, and so I hope it will not just be one that is read and then forgotten. My time and effort will not have been wasted, if the proper reforms are inaugurated. Thanks very much for your kind attention.

A REPORT ON THE ESTABLISHMENT OF THE LOUIS BRAILLE MUSIC INSTITUTE OF AMERICA, INC.

*HERBERT C. TRENEER, Chairman, Standing Committee on Music
Chairman, Advisory Music Committee, Canadian National Institute for the Blind, Toronto, Ontario

The information contained in this report has been secured through an article which appeared in a recent issue of the Braille Musician under the title "One Hundred Years Later". It is submitted at this meeting for the benefit of those who are not acquainted with the contents of this informative periodical, which through its diversified reading material has proved of inestimable value to blind musicians throughout the English speaking world.

The Louis Braille Music Institute of America Inc. was established September 3rd, 1952.

The name of the Institute was expressly chosen to pay memorial tribute to the immortal emancipator of the blind of all the world and all generations. Blind musicians owe an especial debt of gratitude to Louis Braille since out of his magic six dot system finally evolved the priceless gift of a music notation.

The Louis Braille Music Institute of America Inc. is pledged and dedicated as a sacred trust—to advance the artistic, economic and professional welfare of blind musicians of America and throughout the world.

The Institute is gratefully inscribed to the people of America in heartfelt appreciation of unnumbered beneficences unstintingly bestowed on our nation's sightless citizenry: not in pitying, patronizing charity; but in eager fulfillment of the divinely proclaimed first law of humanity—brother keep brother.

The primary objectives of the Institute are as follows:

First, the establishment of a centrally directed body which in one unified program, will seek the co-operation of other regional agencies in the field, and the coordination of all existing facilities and services in the interest of blind musicians.

Second, to initiate and conduct essential new services and activities—all of which as far as is humanly possible will remove or greatly minimize the handicap of blindness in the practice of the art and profession of music.

The administrative committee of the Louis Braille Music Institute of America Inc. consists of the following individuals: Juliette Arnold, Herbert G. Ahrend, George Hamilton Combs, Jacob Freid, Leopold Dubov, founder and honorary director.

Since its establishment The Louis Braille Music Institute of America Inc. has undertaken the publication of The Braille Musician which was formerly sponsored by The Jewish Braille Institute. In closing I assume that one of the prime factors which will enable it to continue this service and to inaugurate others referred to in the outline of its objectives will depend on its ability to meet the financial requirements of its program.

* Visually Handicapped.

BANQUET

AND

PRESENTATION OF SHOTWELL MEMORIAL AWARD

MINUTES OF ANNUAL BANQUET

Thursday, July 16, 1953

The Annual Banquet of the American Association of Workers for the Blind was held in the Presidential Ballroom of the Statler Hotel, Washington, D.C. at 7 P.M. on Thursday, July 16th, 1953. It was preceded by a reception and cocktail party at which banqueters were guests of the Lions Clubs of Metropolitan Washington. Appropriate instrumental music was provided throughout the reception and dinner hour.

President Kumpe offered an invocation and then introduced United States Senator Harry F. Byrd, of Virginia, Toastmaster for the occasion, who during the evening paid tribute to many years of service to the blind for which our honored guest, Mr. L. L. Watts, of Richmond, Virginia, was being honored. Senator Byrd then introduced in turn Mr. William S. Ratchford, of Baltimore, who presented Mr. Watts with a gold medal, and Mr. Robert LeFevre, of Washington, who presented a scroll. Master Bruce Allen presented a bouquet of red roses to Mrs. Watts. Among other distinguished guests seated at the speaker's table were Miss Betsy Watts (daughter of our guest of honor) and U.S. Congressman Vaughan Gary of the Third Congressional District of Virginia.

During the evening the Secretary-General reported that 406 people were seated for dinner; and on the registration at the convention, totalling 688 and representing 44 states, the District of Columbia, Canada, Mexico, the Philippine Islands, Egypt and Nyassaland (Africa). He also reported that for the first time in our history, the membership had reach the 1,000 mark, with a total membership in good standing as of the moment of 1,004.

The presentation and acceptance speeches follow.—A.A.

PRESENTATION OF THE SHOTWELL MEMORIAL AWARD MEDAL

WILLIAM S. RATCHFORD

Secretary & Superintendent, Maryland Workshop for the Blind, Baltimore, Maryland

SENATOR BYRD, DISTINGUISHED GUESTS, LADIES AND GENTLEMEN:

It is a distinct pleasure to talk to you tonight about my, and your good friend, Louis Watts. First—I would like to tell you about the work he has done for the Blind in Virginia, and Second—on the National level.

Lucian Louis Watts was born on a large

farm in Albermarle County, Virginia, in November, 1888.

His early life on the farm did not differ from that of other country boys and he does not remember when he learned to ride a horse, milk cows and do other things expected of boys. He was an active boy, did lots of hunting, fishing and horseback riding. His father was Sheriff of Albermarle County for twenty-four years and Louis was Deputy-Sheriff for a number of years.

His early education was by a governess in the family home with his four sisters and one brother. He graduated from public high school and attended Fork Union Military Academy for one year. While in high school he was captain of the baseball team and continued to play baseball, ride at races and tournaments until he lost his sight.

When he was about eighteen years of age he was employed by a contractor engaged in railroad construction work. He liked this work and before he was twenty-one was Superintendent of a seven mile section of railroad construction. He continued the building of railroads until May 27, 1913, when a premature dynamite explosion caused him to lose his sight.

After the explosion in May, 1913, he was on the critical list for many months. After convalescing at his father's home for better than a year he began to chafe under idleness and to wonder what a blind man could do. He soon discovered that there was no program for the adult blind in Virginia and the only opportunity open for the blind was the Virginia School for the Deaf and Blind children at Staunton. After much negotiation he was admitted to the Department for the Blind at the Virginia School in October, 1914. He thought when he entered the school he would learn how to make brooms and mattresses and hoped to be able to support himself through the application of these trades. He had not been at the school very long, however, before he discovered that approximately 85% of the blind lose their sight after twenty-one years of age. He decided then and there that he would learn everything that the school could offer and that he would do something about that large segment of blind people, who, like himself,

had no business in a school for children who are blind.

He graduated from the Virginia School in June, 1917. He returned to the school as Supervisor of the boys who were blind in the fall of 1917. At the close of school in June, 1918, he was offered the position of head teacher in the Department for the Blind or as instructor in the Industrial Department. He chose the latter, as it would give him more time for study and for organizing an association of some sort for the adult blind. Accordingly, in June, 1919, with the help of Mr. H. Randolph Latimer of Maryland, and Mr. H. M. McManaway, Superintendent of the Virginia School for the Deaf and Blind, he organized the Virginia Association of Workers for the Blind on June 9, 1919. In the fall of that year he had the Association incorporated under the Laws of Virginia. He was elected the first President of the Association, a position he held until November, 1924, when he was elected Treasurer, which office he continues to hold. Through the activities of this Association the General Assembly of Virginia created at the Session of 1920, a temporary Commission to make a survey of the adult blind in Virginia and a study of this work in other states known to have active programs for the rehabilitation of the Adult Blind.

The General Assembly created the temporary Commission of three members. The Governor appointed one member from the State-at-large and L. L. Watts received this appointment and served as Secretary. It is worthy of note that this temporary Commission recommended—That a permanent Commission for the Adult Blind be created and that the Virginia School for the Deaf and Blind be separated and that a new School for the Blind be created. The two recommendations were acted upon favorably by the General Assembly in 1922, and a Commission of five members was appointed by the Governor. The Commission appointed L. L. Watts as Executive Secretary and offices were opened at the National Bank Building in Charlottesville on September 26, 1922.

The General Assembly in 1922, appropriated $10,000.00 for the Commission. Mr. Watts soon found that in order to get a Workshop for the Blind started he would need far more funds than he could reasonably expect from the General Assembly in the near future. He turned to the Virginia Association of Workers for the Blind and inaugurated a financial campaign throughout the Commonwealth to raise money to build the Virginia Workshop for the Blind at Charlottesville. The campaign started in November, 1924, but the funds received were not sufficient to build this plant, so he rented a building on Fourth Street in Charlottesville and opened the first Workshop for the Blind in the State in August, 1925. He continued the financial campaign and in June, 1930, had sufficient money to purchase the land and award the contract for building the Workshop. A fire-proof four-story building was constructed and the transfer from the rented property to the permanent building was made in December, 1930. This building was equipped with all modern machinery which could be safely used by the blind at that time. The Workshop remained the property of the Virginia Association of Workers for the Blind until it was transferred to the Virginia Commission for the Blind in 1936.

One of his first acts as Executive Secretary was to employ two home teachers and a field agent to take the census of the Blind. The work for the blind in Virginia has continued to grow and has made great progress. It has one of the outstanding programs in work for the blind and is all centralized in one office. I stated earlier that the Virginia Commission for the Blind was created by the Acts of the General Assembly in 1922, with an annual appropriation of $10,000.00, for which Mr. Watts was to be accountable. It is significant to observe that at the close of business on June 30, just past, he was accountable for more than $2,000,000.00 in work for the Blind in the Commonwealth of Virginia. Not only has work for the blind in the Old Dominion grown financially, but it has also acquired real estate valued in the aggregate at well over a million dollars.

Services being offered to the Blind of Virginia under his direction today consist of: Home Teaching, Two Workshops, Federal and State Program for Rehabilitation, Federal-State Program for Aid to the Blind, Industrial Placement Services, Vending Stand Program, Canteen using automatic machines,

vending nuts, candy and gum, an active Program for the Conservation of Vision and Prevention of Blindness, the operation of Sight Saving Classes in cooperation with the Public School System, Distribution of Talking Book Machines, a class for pre-school blind children and any other special services required by special cases.

It is interesting to observe that Mr. Watts served as a member of the House of Delegates of the General Assembly of Virginia from January 1, 1926, to January 1, 1934. While a member of the Legislature he served on many important committees dealing with finances, welfare and education. During the administration of the Honorable Harry Flood Byrd, he took an active part in the re-organization of the State Government.

The imprint that Louis Watts has made in work for the blind on the National level is a lasting one. It has been thirty-two years since he attended his first meeting of the A.A.W.B. at Vinton, Iowa, in June, 1921. At that meeting he took an active part with our late friend Mr. H. Randolph Latimer, in bringing into being the American Foundation for the Blind. He became active in the affairs of the Association and served as its President from July, 1935, to July, 1937. When he became President of the Association there was a membership of approximately 150; today, it is 1,000. The Association did not have a written Constitution and By-Laws. At the Louisville, Kentucky, Convention in 1935, he presented the Association his draft of a Constitution and By-Laws designed to make the Association an International Body composed of professional and lay workers interested in the Blind of whatever age. Then Acting President, his first official act at the 1935 Convention, after the Preliminary Meeting was over, was to appoint a Committee of some fifteen members to review his draft of the Constitution and By-Laws and to report back the next day to the Convention as a whole. The Committee returned their report with only two or three minor amendments and presented it to the Association, which adopted it by an almost unanimous vote. Suffice to say that he was elected President for the next two years by almost a unanimous vote. One of the features of this Constitution was that no President could succeed himself after serving two years. In 1945 he served as Chairman of the Committee to re-write the Constitution and By-Laws. This was just ten years after the adoption of the first Constitution and By-Laws. He has remained active in the American Association of Workers for the Blind and served as a member of the Board of Directors and as Chairman of many of the most important committees and particularly as Chairman of the Legislative Committee for almost fifteen years during which time some of the most important Federal Legislation pertaining to the Blind was enacted. He has done much to bring closer cooperation between the National Agencies for the Blind and a better understanding of the many problems confronting those engaged in the work for the Blind. He has also been quite active in the affairs of the National Industries for the Blind and is a member of its Board of Directors.

On the personal side he is a member of the Presbyterian Church, the Richmond Lions Club and many other clubs and associations. He takes an active interest in all civic and political affairs pertaining to Virginia and to the Nation. He is married to a very charming and gracious lady whom many of you know. They have a very lovely daughter, Betsy, who graduated a year ago from Randolph Macon Woman's College. These two ladies are here with us tonight and I would like to present them to you. Louis is very proud of both of them and as you can see has every reason to be.

I now have the honor to present the Shotwell Memorial award medal to you, Louis Watts, for your tremendous contribution to work for the Blind and for your many accomplishments.

PRESENTATION OF THE SHOTWELL MEMORIAL AWARD SCROLL

ROBERT LEFEVRE, Secretary

Committee on Purchases of Blind-made Products, Washington, D.C.

It is not surprising that a native of Virginia should make his mark among men. With the example of the many distinguished people that that great State has given to the world, it is not strange that its sons and daughters should continue to emulate their forbears and achieve success in their chosen fields. When, in addition to having Virginia as his birthplace, a person came into this world on a farm and grew up in the American tradition, it seems to me that it would have been well-nigh impossible for him to be other than an outstanding citizen.

Seriously, I do not believe that the award we are here to bestow is being given because Louis Watts was born on a Virginia farm or even because he has been amazingly successful in his field of work, but because he possesses in a high degree those qualities that I have heard referred to as "old-fashioned". They are old-fashioned, they are as old-fashioned as the stars, they are as old as the hills. I frequently wonder if by calling them old-fashioned, we have created the thought that they are out-of-date and no longer quite smart.

Let me say very earnestly that these qualities are not more out-of-date than tomorrow's sunrise. If they are unfashionable then so is the coming of spring. They are immutable and unchangeable and will always remain so.

In the selection of the recipient of this award, I think that we recognize a profound belief in the dignity of man and are paying tribute to the courage that is needed to fight for it.

It is very gratifying to be a member of a group that has recognized, not merely material accomplishments, as handsome as they are, but the character and integrity that has been devoted to the work of carrying them out.

We no longer fight with the muskets of our forefathers, we have devised weapons that are appalling in their destructiveness, we have learned to travel faster than sound, we have done many amazing things, and I sometimes wonder if we have not been so bedazzled by the technical advances that have been made that we have come to believe that man himself is behind the times. What I think we overlook is that the forces that have been harnessed are not new. The atom was here in 1776 and so were the convictions on which our country was founded. What we need is recognition that man's relation to man has not kept pace with his efforts in other ways. The belief in freedom and liberty and justice are as valid today as they were then. We need to learn to apply them with greater skill and effectiveness. This will take courage and I consider that we are fortunate in having an example of this sort of courage among our members. It is the kind of courage that can overcome obstacles and does not falter in the face of difficulty. It is the kind of courage on which our country was founded and that is needed to sustain it.

Louis Watts has that kind of courage together with the wisdom to know how to apply it and the fortitude to keep on applying it. He is possessed of what Mr. Charles Schwab once called "sustained energy"—he can stick to it. And he has stuck to it with an unselfish devotion to the very great benefit of the people of the great Commonwealth of Virginia and the whole nation. He embodies those qualities that are a great inspiration to all those privileged to know him. He is endowed in large measure with that old-fashioned quality called "common sense", that sense that has been referred to as the rarest of all senses. He is a person of great energy and lives his life with great zest. I doubt that he has ever felt bored, except perhaps when someone is making a speech, and I imagine that dull moments have been of infrequent occurrence in his surroundings.

I consider that in selecting the recipent

of this award a real tribute has been paid to Ambrose Shotwell. He could have wished for no finer memorial.

Louis Watts, it is a high privilege for me to have the honor of presenting to you this scroll and with it the regard and esteem

American Association of Workers for the Blind

LUX EX TENEBRIS

To Lucian Louis Watts

Devoted pioneer in the noble work of winning back to self-reliance and responsibility many of your fellow blind, not only in your beloved native State of Virginia, but, throughout the length and breadth of these United States. With profound understanding tempered in the fire of realistic experience you have consecrated your every active thought and deed to the beneficent achievement you have made your life's goal. With courage and with unswerving persistence you have erected a sterling program of service for the blind in Virginia.

As Vice-President and then for nearly three fruitful years as President of the American Association of Workers for the Blind, the professional organization for those serving the blind, you gave it that forceful and wise leadership which carried it forward to expanded horizons, new concepts and strengthened ties with all those who serve the blind.

In gratitude and with admiration, we, your colleagues of this great organization, do hail you and exalt your accomplishments, and as a token of our love and appreciation, we do present to you the

Ambrose M. Shotwell Award

this sixteenth day of July in the year one thousand nine hundred fifty-three at Washington, D.C. and have hereunto affixed our signatures.

Shotwell Memorial Awards Committee

Robert A. Atkinson
Chairman

Roy Kinnipe
President

F. J. Cummings
Member

Francis B. Sewell
Member

Alfred Allen
Secretary-General

of your fellow workers. It says, "The American Association of Workers for the Blind presents to Lucian Louis Watts for his devoted effort in the noble work of winning back to self-reliance and responsibility many of your fellow blind, not only in your beloved State of Virginia, but, throughout the length and breadth of these United States. With profound understanding tempered in the fire of realistic experience you have consecrated your every act of thought and deed to the beneficent achievement you have made your life's goal. With courage and unswerving persistence you have erected a sterling program of services for the blind in Virginia.

As Vice-President and then for nearly three fruitful years as President of American Association of Workers for the Blind, the professional organization for those serving the blind, you gave it that forceful and wise leadership which carried it forward to expanded horizons, new concepts and strengthened ties with all who serve the blind.

In gratitude and with admiration, we, your colleagues of this great organization, do hail you and exalt your accomplishments and as a token of our love and appreciation, we do present to you the Ambrose M. Shotwell award this 16th day of July 1953 in Washington, D. C.".

ACCEPTANCE SPEECH

* L. L. WATTS

Executive Secretary, Virginia Commission for the Blind, Richmond, Virginia

Mr. Toastmaster, Congressman Gary, Ladies and Gentlemen:

I do not know how some of you are going to be able to stand it when I have not already called you on some parliamentary procedure or other. Please be at ease for I shall not worry about your parliamentary procedure this evening. It is, indeed, a high tribute you have paid me, and it has touched me deeply. One of the finest things I see here is the magnificent turnout of my friends from Virginia. I do appreciate it to the fullest.

I want to title my remarks to you "Looking Ahead". This subject, as you well know, has been discussed on previous occasions. Last year my good friend, Colonel Eddie Baker from Canada, touched on it under a different title. At your meeting on yesterday, you really got up and charged on "Horizons Unlimited". Since I have never been one to say what someone else has said, I venture to add that Eddie Baker and yesterday's speakers will fail to see much similarity between my looking ahead and their discussions. It has been a great pleasure working with you people through the years. It does not seem very long since I attended my first meeting in 1921, referred to by my good friend, Bill Ratchford. Neither does it seem very long since that notable convention in Louisville, Kentucky which followed on the heels of one of the greatest cat and dog fights that ever happened in this Association. There, in 1935, the Association was reborn, and it has been growing ever since.

I want to congratulate you on the far-reaching steps you took in this hall on Tuesday afternoon when you adopted what I like to term your code of ethics. You were told this morning by our mutual friend, M. R. Barnett of the American Foundation for the Blind, that this is the first association of its kind to undertake to police its own activities. May you take this action of Tuesday with seriousness, with much thought, and vigor of application. It is one thing, in my opinion, that will do much to bring you to full growth and stature, and one thing that will greatly benefit the blind of North America. You have a committee to give life and substance to it. Give it your support. Try to cooperate with it to the end that you can get the seal of good practice. It makes no difference whether you are a state agency or institution or a private organization. We have suffered too long in this country from frauds, beggars, and racketeers posing as helpers of the blind. Let

* Visually Handicapped.

us put a stop to it, ladies and gentlemen. We have grown of age now and let us act accordingly. (Applause.)

I hope the time is not far-distant when you will get busy with a renewed idea proposed by our good friend, Kay Gruber yesterday—Federal insurance against blindness. This is not a new conception just introduced by Miss Gruber; it is one of Bob Irwin's pet hobbies. For some reason he never undertook to get a bill through the Congress. Perhaps the main reason was that you workers for the blind were not yet ready for it. I lost my sight suddenly as many of you have done, and I felt unprepared to meet the responsibilities of living. Had there been Federal insurance to which I had contributed as we do now to Social Security, it would have been a sustaining factor in a new and baffling adjustment. I hope that in your legislative program you will give much serious thought to the enactment of Federal insurance against blindness.

As I said a while ago, you have grown in stature and dignity. Let us apply that dignity and that good sense to asking for those things from Congress that we cannot do for ourselves through private or state organizations. We should return to the tenet, ladies and gentlemen, that we adhered to so strongly for many years, and that is looking after our own affairs on a local level a little bit better than we have been doing in the immediate past. I am not just saying that to please Harry Byrd, but if the Federal Government had listened to him a little more, we'd be in a much better financial position today than we are. (Applause.)

As I look ahead in my own State, I am keenly aware of an appalling lack in our facilities for the education of two groups of our children—the deaf and the blind. Although the first state to introduce a dual-school for their education, Virginia seems likely to be one of the last to abandon an archiac system which has been proven wholly unsuitable to meet the needs of these two groups of children. There are today only three states in this Union still maintaining dual-schools with enrollments of two hundred students.

In 1924, the Virginia General Assembly separated The Virginia School for the Deaf and the Blind at Staunton, Virginia, and created the Virginia School for the Blind at Charlottesville, purchasing the land necessary for the building of this school. For various reasons money has not been made available for this institution, but, if I can help to bring it about, this coming session of the General Assembly will give us the money to build the School for the Blind at Charlottesville which the Legislature created in 1924. (Applause.)

Everyone of you here knows that it is absolutely essential to give our blind children as good an education as we do our sighted children. It is most important that they be educated properly in order that they may cope with the vicissitudes of life on a comparable basis with their sighted brothers and sisters. We cannot do it in a dual-school, and every authority worthy of the name agrees with me in this statement. I know that the good people of Virginia are not going to keep turning a deaf ear to my plea. Harry Byrd has always cooperated with me. Bill Ratchford has told you about our raising funds for the Virginia Workshop for the Blind in Charlottesville. Harry Byrd was one of our first contributors.

There is something else that I am looking forward to and hope to see advanced before I get in my second childhood. We should do more in the prevention of blindness and in the conservation of vision than we have ever done. Let us not be content with well-doing; let us not pass our responsibility on to others. We are the one group of people who should be the most vitally interested in it. You have heard at this convention of the eye clinic our good friend P. J. Salmon is establishing in Brooklyn. We have had eye clinics in Virginia since 1928 and were able to employ a full-time ophthalmologist from 1935 to 1945. Because of a lack of funds to employ a competent man, our full-time doctor faded out after the Second World War. We now have an ophthalmologist one day a week.

I know that all of you are interested in the prevention of blindness. We are told by competent authorities that 75% of blindness is preventable. The State Government that is looking ahead should provide more funds and prevent this needless blindness.

Aid to the Needy Blind is a very essential

function of government, but we should strive to have fewer blind people needing this service. With the fine rehabilitation services offered throughout our nation, those who are really physically and mentally capable of work are being trained and placed in gainful occupations. There are other far-reaching policies which occur to me. We need larger and better facilities for rehabilitating our blind people in certain areas, and we need more adequate and better-trained staffs.

Let us go forth to service and do a better job in the future than we have in the past. I shall watch with great interest your progress in the future as I continue to attend your meetings. From time to time, if necessary, I may raise a point of parliamentary order, and I hope I won't get as many brickbats thrown at me in the future as I have at times in the past.

In conclusion, I want to thank you, Harry Byrd and Congressman Gary and all these other fine people that came here from Virginia to honor me. I want to thank you from the bottom of my heart for paying me this very touching tribute. Thank you, Bill Ratchford and Bob LeFevre for your excellent presentations. I bid you all Godspeed and great success in your chosen field.

CODE OF ETHICS

REPORT OF STUDY COMMITTEE ON PRINCIPLES AND STANDARDS OF PUBLIC RELATIONS AND FUND RAISING FOR AGENCIES FOR THE BLIND

* M. ROBERT BARNETT, Chairman

Executive Director, American Foundation for the Blind, New York, New York

I should like to call to your attention immediately that this convention is now sitting as a committee-of-the-whole to consider what well may be one of the most vital business matters to come before this convention and possibly any of our conventions. Because we are faced with a vital subject with which every member of this organization should be concerned—and concerning which every member who wishes to do so must be afforded an opportunity to speak—this Committee Chairman is going to introduce the subject with the smallest amount of commentary by himself that is possible and at the same time provide you with a correct understanding of your and our job this afternoon. We will confine our remarks to a very few minutes so that the major portion of this business meeting will be available for discussion.

Two years ago, this Association was faced during a business session at a convention with impromptu movements which raised the question of whether the AAWB would not endorse specific types of fund raising activities on behalf of blind people. These movements generated considerations in the mind of all of us of much broader problems in the conduct of agencies for the blind than the simple adoption of one or another of several "gimmicks" as symbols of service to the blind by society. The result of the thinking, even though the expression of it required only a few minutes at that convention, ended with the Association instructing its President to appoint a committee which would investigate two things—*please* listen to the restatement of these two things and understand them. They are fundamental, and must be understood by everyone in this room or the discussion and debate which is to follow will have little intelligence.

The Committee appointed by your President are: Finis E. Davis, Lloyd H. Greenwood, Byron M. Smith, H. A. Wood, Alfred Allen (Ex Officio) M. Robert Barnett, Chairman.

The Committee's job was to:

1. *study the entire field of public relations activities by agencies, groups, or individuals purporting to serve the blind, who seek financial and other support from the sighted for that purpose, determine to what degree there are abuses of rules or honesty and ethics and report its findings to this Association; and*

* Visually Handicapped.

2. *to study whether the AAWB can and should take steps to prevent exploitation of the blind and the sighted and to recommend a plan for activation of such a program if the findings on the first task indicated that a program is needed in this country.*

As you already know from the report submitted to this Association at last year's convention, and from the circularization of the total membership of copies of that report, you are going to hear again this afternoon the Committee's unanimous report that there is definite abuse which in its opinion must be stopped, and if you have read the report carefully, that we are recommending that AAWB should undertake a sensible program, and that we are prepared with a plan of how to do it. The Committee took unto itself a job of doing a third phase of the study, which we fear is the phase which is the most crucial of all three and which is causing the greatest concern to those of you who have studied our report. We found it necessary to outline in some detail the specific elements which should be present in the policies, philosophies, and format of any service to the blind in order to warrant complete confidence from the blind themselves and their sighted friends. In other words, we took upon ourselves the very difficult task of outlining a code of ethics. It is the only phase of our report which was not specifically done at your instruction, but it also is the phase without which the other two parts of your instruction would have been meaningless.

In a moment we are going to open discussion on the report, which will essentially be discussion of points two and three, which means we will be considering only the code of ethics and the question of whether AAWB should enter upon a program of approving or disapproving agencies or movements on behalf of the blind. We are very much afraid that it was the omission of discussion last year on the very significant point one—the question of whether there are bad practices —which caused most of us to lose sight of the reasons behind the Committee's report.

In order to prevent, then, another omission on the part of this Association to consider the basic problem, your Committee is presenting the following conclusions, with which you may or may not agree, but which must, even though in our opinion they are almost self-evident to any of you who have given it any study at all, be placed into the record this afternoon.

1. There has been, there are now, and unless steps are taken, there probably will be, so-called agencies for the blind which have absolutely no basis for existence in terms of necessary service to blind people, whose administrative bases are just as weak as their service, and yet who overtly seek public support for the agency and its empty program in a manner which implies to their supporters that they do have essential and substantial worth. This Committee could tell you about some of these organizations by name, but we prefer not to do that this afternoon. Some of them we could name without fear of libel suits, their bases being so fraudulent that our statements could not be proved to be other than correct. Others in this group we probably would not dare to name because their promoters—not all of them sighted people—have been so skillful in taking advantage of loose corporation laws and the lack of policing authority in this country that technically we cannot charge them with fraud. This group we might generally describe as the racketeering element, which unfortunately is found to some extent in almost every field of social and welfare service in the United States. These racketeers know that the public will give willingly to help the blind, and are also shrewd enough to know that the public has in general very little understanding of what helping the blind means even if the average person had time to ask them direct questions about the details of their service. To say that such rackets are usually short-lived and will pass out of the picture for lack of proven worth is a dangerous assumption. This Committee could tell you names of such organizations which have existed for years already and show no sign whatsoever of either going out of business or of needing good standards of ethics or service.

2. There are, in the opinion of the Committee, too many agencies for the blind in

some part of this country. On the face of it, one only has to note that there are almost 600 organizations of varying sizes with direct or indirect reference to service to the blind in this country. The job of this Committee, however, is not to comment upon the multiplicity of agencies with finality, because a final decision as to whether there really are too many from a service point of view would depend upon a much more complete review of the total service rendered by all of these agencies in comparison to the total need. Our comment that there are too many is based upon the fact that virtually every one of them is autonomous, operates independently of other organizations and, therefore, is carrying on its own separate public relations program. The net effect, in our opinion, of nearly 600 different and separate public relations approaches to segments of the public or to the total public can only lead to one of two results—understandable confusion on the part of those who would like to understand and help; or, a psychological refusal to try to understand and as a consequence indifference to all of us.

3. There is a prevalence of conscious, but probably more often unconscious violations of ethical considerations in using groups of blind people or individuals for publicity purposes. We find that almost without exception even solidly established agencies are using photographs of blind persons in published materials without the consent of their clients, and even without their knowledge. We do not think that this is a good practice. We know of many instances in which blind persons have been used for more or less dignified types of appeals to the public through the arrangement for their appearance on radio or television programs, often when those individuals had a definite feeling that they could not refuse even if it was against their personal philosophy to exploit their own blindness. This is an extremely subtle matter, one which could not be legislated into improvement, but one which we find should at least be brought into the open for all of us to think over in our future activities.

4. There are an alarming number of agencies, both of the flimsy variety and of the substantial kind, who resort to coercive types of fund raising techniques either as a result of their own amateurish beliefs of what is productive of results or on the advice of professional counselors who are hardened through many years of fund raising and have lost their sensitivity to public disapproval. We mean by this that too many agencies are using unordered merchandise or other coercive "gimmicks" in attempting to raise money. We find further that some of these gimmicks, whether they are presented to the public through the mail, on the streets, or in captive audience situations, tend to perpetuate public notions of the stereotype of blindness, such as white canes, dark glasses, miniature mops and brooms, canisters which are strongly reminiscent of the tin cup, candy dispensing machines or weighing devices which "permit" the kindly customer to deposit a dime or a quarter instead of the standard penny—the list could be much longer, these are but examples. This Committee's opinion is that these gimmick tricks are both unpopular with the general public and are a disservice to the general reputation of blind persons.

5. There is almost without exception too large a dependence upon the emotional reaction of the sighted to be found in the public relations materials of agencies for the blind. This appeal to pity, with almost amusing repetition of themes like "bringing light into the darkness", "help the blind to help themselves", and "rays of sunshine in a lonely world", is certainly considered by most of us to be less desirable than an honest effort on the part of all our agencies to interest our supporters through statements of what the service achievements and service objectives are. We do not say that it is possible to rid ourselves of all emotional considerations of the needs of the blind, but we do feel that agencies which depend only upon emotion for support will never prove to the intellect that they are worthy of support.

6. There are a number of so-called agencies which have started some specialized service in order to meet a special need which apparently was not going to be met by existing agencies at the time, who have provided some worthwhile service in that specialty, but have not had the moral or intellectual courage to refrain thereafter from the pit-

fall of expansion into all other specialties. In other words, we admit that there has been and still may be room in the field for an agency or agencies who perform only one service and which other agencies may not then consider open to them. So many of these agencies, however, soon feel a compulsion to say to the public that they do other things, receive inadequate support for those things, and in the process of attempting to prove their own statements, are then driven to greater efforts to secure funds for purposes which were not their original motivation. In so doing, they intrude upon the service program of another local or national agency, cause considerable friction between personalities, and confuse the segment of the public to whom both agencies are appealing for aid. This trend is not common only to work for the blind and for lack of a more scholarly or gentlemanly name, the Committee would describe as pure and simple "empire building".

7. The "empire building" motivation which seems to be the cause of sincere or insincere expansion of originally specialized agencies, also seems to be perhaps the greatest single barrier to coordination and cooperation among all of us. We hesitate to cooperate with each other in service to blind individuals since we—whether we admit it at the moment or not—are afraid that we cannot then with honesty say to our public supporters that we perform the service alone and are entitled to their assistance. A review of the public relations statements of almost every agency for the blind in the United States shows that as read by the casual recipient the agency which disseminated it, by implication, would lead the reader to believe that it is the only agency in that community, state or the nation which is really helping the blind. Our awareness of the great need for recognition and money for our own agency consciously or unconsciously leads us into methods of publicity which are based upon the hope that the public will not send a dollar to or say a good word about another agency in this general field. This Committee does not necessarily condemn you or ourselves for this very human fault. We would hope, however, that our profession could find the machinery which would tend to reduce the subjective fears and hopes of the individual agency leaders through the Utopian goal of assuring everyone that there is enough for all and even more of it if team work is applied rather than the present system of scrambling over one another for the public's emotional handouts.

Now, ladies and gentlemen, you have heard the opinion of the Committee, which we assure you is not entirely of its own authorship, but somewhat of a composite of the opinions of many, many Americans, both in and out of work for the blind, both blind and sighted. It is not technically necessary for you to adopt or reject the foregoing in this business session, since it is but a report of opinion by a Committee which you appointed. It is necessary now, however, that you do consider whether you will adopt or reject part or all of our formal report which it is our intention to place before you in a moment. Please remember that there is still another segment of this problem which you must act upon today—that of the Committee's recommendation for activation of and administration of a program by AAWB of evaluation of all of our agencies. Please remember also that if this plan of administration and a code of ethics is adopted by you as an Association, only those agencies which request review by AAWB will be reviewed. Only those agencies which feel that it would be desirable to have the AAWB Seal of Good Practice need apply for that Seal and submit to evaluation. This is not a movement on the part of a small group to control the field, but rather our best effort to submit to you a plan based on pure democracy for evolution toward a professional environment which will be to the good of all of us.

We will now proceed with the reading of the proposed Code of Ethics, after which we will follow certain rules of debate which this Committee and the President of this Association feel will aid in dealing with this matter with efficiency and dispatch.

Editor's Note:

Then followed a reading of the Revised Draft of Basic Principles for Public Relations and Fund Raising for Agencies for the Blind, after which the meeting was thrown

open for a full discussion of the eleven Articles of the proposed Code of Ethics, and for consideration of such amendments as might be proposed. After more than an hour and a half of discussion, and after certain slight amendments had been adopted, Mr. L. L. Watts of Richmond, Virginia, moved the question on the adoption of the amended revised Code of Ethics, and its was adopted without any dissenting vote. The Code of Ethics as adopted appears on another page.

Mr. Barnett then referred to the recommendations made at Louisville in 1952 in respect to a plan of implementation, and stated that several suggestions had since been proposed for establishing a permanent certifying committee. These included:

1. A five member committee consisting of
   The Immediate Past President
   The First Vice-President
   The Second Vice-President
   Two members at large elected by the convention.
2. A five-member committee consisting of the five immediate Past Presidents.
3. A five-member committee to be elected by the convention, who would themselves decide which should serve for 1 year, which for 2 years, which for 3 years, which for 4 years and which for 5 years, with an annual election thereafter for one member for a five-year term.

After discussion Mr. L. L. Watts, seconded by Mr. Jeff Smith, moved that plan 3 be adopted and that the Code-Drafting Committee be asked to nominate a slate of five candidates to be elected at the Business Session on Thursday morning July 16. The motion was carried and the Committee elected will be found listed on another page (see Report of Nominating Committee). The motion of Mrs. Juliet Bindt of California, to provide for arbitrary geographical representation on the Committee, was defeated.

Mr. A. L. Severson of Chicago then moved a vote of thanks to the Code-Drafting Committee and the motion was carried enthusiastically.

CODE OF ETHICS OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

(Adopted July 14, 1953)

The operations of all agencies for the blind entail a high degree of responsibility because of the element of public Trusteeship and protection of the blind involved in services to the blind. We therefore adopt the following basic principles, and ask all agencies relying upon public support for their programs of service to the blind to adopt these principles. Upon application, annually, the AAWB will issue its Seal of Good Practice to all those agencies for the blind which agree to accept and to adhere to these provisions.

1. Board. An active and responsible governing body, with legal authority, serving without compensation, holding regular meetings, and with effective administrative control.
2. Purpose. A legitimate purpose and with no avoidable duplication of the work of other sound organizations.
3. Program. Reasonable efficiency in program management, and reasonable adequacy of resources, both material and personnel.
4. Cooperation. Evidence of consultation and cooperation with established agencies in the same or related fields.
5. Ethical promotion.
   (a) Ethical methods of publicity, promotion, and solicitation of funds.
   (b) No portrayal of the blind as helpless.
   (c) No use of any living blind person's name or picture without prior permission of individual concerned.
   (d) No granting of the right to commercial manufacturers or vendors

to couple their support of programs for the blind with their sales promotion.

(e) No representation of products as made by the blind unless the agency employs blind persons to an extent constituting not less than 75% of the total personnel engaged in the direct labor of production of manufactured blind-made products. Temporary exceptions may be recognized in the case of experimentation with new products and/or processes.

Direct labor production means all work required for preparation, processing and packing, but not including supervision, administration, inspection and shipping.

Definition of blindness: The term "blind individual" means an individual whose central visual acuity does not exceed 20/200 in the better eye with correcting lenses, or whose visual acuity is greater than 20/200 but is accompanied by a limitation in the fields of vision such that the widest diameter of the visual field subtends an angle no greater than 20 degrees.

6. Fund-Raising Practice. In fund-raising:
   (a) No payment of commissions for fund-raising.
   (b) No mailing of unordered tickets or merchandise with a request for money in return. Exceptions may be recognized in the case of agencies which use and have used seals as a traditional part of their fund-raising techniques.
   (c) No general telephone solicitation of the public.
   (d) No entertainment by or in the name of an agency for the blind unless the complete net income from the sale of tickets is paid to the agency and unless the entertainment is in all other respects promoted in accordance with the principles set forth in the overall statement of principles.
   (e) No solicitation of funds in areas in which the agency soliciting renders no substantial service to the blind of that area.

7. Audit. Annual audit of books by a State, Federal, or independent certified accountant showing all income and disbursements in reasonable detail.
8. Budget. Detailed annual budget, translating program plans into financial terms.
9. Activities, Annual report of work of the agency, in reasonable detail, including a brief, informative statement of principal sources of income and types of expenditures, or an assurance in writing that an audited financial statement may be secured from an accountant (whose name and address shall be furnished).
10. Information. Agreement to furnish the AAWB such information as will serve to establish the right of the agency to the Seal of Good Practice of the AAWB. This to include a financial statement certified by the financial officer of the agency, in such reasonable detail as may be requested; information with respect to the budget of the agency; activities report and forecast of future programs and fund-raising projects. It is agreed that all such information shall remain confidential to the Certifying Committee of the AAWB.
11. Appeal. In the event of disapproval of any application for the Seal of Good Practice any agency so disapproved shall have the right of appeal to the Board of Directors of the AAWB for a review and final decision.

REPORTS OF COMMITTEES

REPORT OF NOMINATING COMMITTEE

ALFRED ALLEN
Secretary-General, A.A.W.B.

In accordance with the provisions of Section V of your By-Laws, your Board of Directors, serving as your Nominating Committee, now places in nomination for your consideration the following slate to serve as your Officers and Executive Committee for the next two years, ending with the election in 1955.

For President
Captain M. C. Robinson, M.B.E.,
First Vice-President, A.A.W.B.
National Director for Western Canada
Canadian National Institute for the Blind
Vancouver, British Columbia

For First Vice-President
Mr. Joseph Clunk
Second Vice-President, A.A.W.B.
Managing Director, Philadelphia Branch
Pennsylvania Association for the Blind
Germantown, Pennsylvania

For Second Vice-President
Mr. Hulen C. Walker
Legislative Analyist
American Foundation for the Blind
Washington, D. C.

For Treasurer
Miss Julia Lawson
Clerical and Professional Specialist
State Commission for the Blind
Austin, Texas

For Secretary-General
Mr. Alfred Allen
Secretary-General, A.A.W.B.
Assistant Director
American Foundation for the Blind
New York, N.Y.

Respectfully submitted
For the Nominating Committee
ALFRED ALLEN
Secretary-General

President Kumpe called for any further nominations from the floor. The motion of Mr. Calvin Glover, seconded by Judge Sam Cathey, to close the nominations and instruct the Secretary to cast a unanimous ballot for the election of Captain Robinson as President was carried unanimously, and the vote having been cast, Captain Robinson was declared elected President.

The motion of Mr. Oristaglio, seconded by Mr. Honka, to close the nominations and instruct the Secretary to cast a unanimous ballot for the election of Mr. Clunk as First Vice-President was carried unanimously, and the vote having been cast, Mr. Clunk was declared elected First Vice-President.

The motion of Mr. Charles M. See, seconded by Mr. J. Milton Johnson, to close the nominations and instruct the Secretary

to cast a unanimous ballot for the election of Mr. Hulen Walker as Second Vice-President was carried unanimously, and the vote having been cast, Mr. Walker was declared elected Second Vice-President.

The motion of Mr. Stanley Wartenberg, seconded by Mr. Robert Moore, to close the nominations and instruct the Secretary to cast a unanimous ballot for the election of Miss Julia Lawson as Treasurer was carried unanimously, and the vote having been cast Miss Lawson was declared elected Treasurer.

The motion of Mr. Donald Perry, seconded by Mr. Frank Wrench, that the nominations be closed and that the convention cast a unanimous ballot for the re-election of Mr. Alfred Allen as Secretary-General was carried unanimously and the vote having been cast Mr. Allen was declared re-elected Secretary-General.

NOMINATION AND ELECTION OF COMMITTEE ON ETHICS

Reporting for the Code-Drafting Committee, Mr. M. Robert Barnett placed in nomination the following names as members of the Committee on Ethics (responsible for implementing the work of approving for the Seal of Good Practice of the A.A.W.B.), with the suggestion that the committee organize itself, select its own chairman and decide upon the terms—from one to five years—of each of the five members to be elected, and that thereafter, one member be elected annually to serve for a term of five years:

Dr. Francis J. Cummings, Wilmington, Delaware
Miss M. Roberta Townsend, New York, N.Y.
Mr. Alfred L. Severson, Chicago, Illinois
Miss Marjorie S. Hooper, Louisville, Kentucky
Mr. Stetson K. Ryan, Hartford, Conn.

Mr. Barnett then moved the adoption of his report.

Following discussion, Mr. Watts moved that the candidates nominated be elected, with the first named serving as Chairman and for a term of five years, the second for four years, the third for three years, the fourth for two years and the fifth for one year. Mr. Philip Harrison seconded the motion and it was carried unanimously.

Mr. Watts then moved that in the event of a vacancy in the Committee the remaining members meet and elect a successor. Judge Cathey moved to amend the motion, to add after the word "successor" the words "to serve until the next annual meeting and election" and in this form the motion was carried unanimously.—A.A.

REPORT OF THE BOARD OE DIRECTORS

ALFRED ALLEN

Secretary-General, A.A.W.B., Assistant Director, American Foundation for the Blind New York, New York

Once again it is our responsibility and our privilege to report to you in connection with our stewardship of your affairs since last we met together in convention. In so doing, we wish to take this opportunity to express our great pleasure and our great thanks to you who have conferred upon us the honor of serving you and the opportunity of contributing to the cause which each of us has striven to advance. Though some of us will now be leaving the Board, our interest in the Association and in its continuing success will be ever in our minds and hearts.

During the past year, we have been ably supported in our work by the many loyal and conscientious members of the Association who have served as members of your various committees, and it is fitting at this time that we should publicly thank them all. We should like to mention in particular the Legislative Committee under the Chairmanship of Dr. Francis J. Cummings, the Study

Committee on Principles and Ethics in Fund Raising and Public Relations under the Chairmanship of Mr. M. Robert Barnett, the Constitution Committee under the Chairmanship of Mr. Maurice I. Tynan, the Board of Certification of Home Teachers of the Blind under the Chairmanship of Mr. Murray B. Allen, and the Membership Committee under the Chairmanship of Mr. Hulen C. Walker. All five committees have worked diligently in the discharge of their duties, and have written a splendid record, as you have learned or will learn from their reports. We are also grateful to the members of the Shotwell Awards Committee who have selected this year's recipient of the award; to the members of the Program Committee under the Chairmanship of Mr. Alfred L. Severson, who have been responsible for the excellent program of this convention; and to the members of the Host Committee who have done such magnificent work in helping plan this meeting.

Particular mention must also be made and tribute paid to the Regional and State Chairmen who have worked so hard in building up the membership of the Association. It will have been a tremendous pleasure to you all to have learned that as of this moment, the 1953 membership stands at 1003 which is an all time high and which has for the first time passed the 1000 figure, since last year's total stood at 848. Thus for the eighth successive year we have continued our steady growth. As was the case last year, Pennsylvania under the leadership of Mr. Philip N. Harrison, is again in the vanguard with 147 new members, far ahead of the runner up, North Carolina with 40. Third place goes to Washington, D. C. with 32. This year, new memberships total 369 as against 272 last year, while renewals total 634 as against 576 last year. Our membership includes every one of the forty-eight states, Hawaii, all of the Canadian Provinces except Newfoundland and Prince Edward Island and, for the first time, Puerto Rico, Guatamala, the Canal Zone, and Cuba. A detailed membership breakdown is attached and will appear in the printed proceedings. Pennsylvania is away out in front with 219, New York is second with 95 and North Carolina is third with 57. Canada's total now stands at 62.

You will be asked, later on this morning, to consider proposals made to amend the Constitution, in particular with respect to providing for secret balloting for the election to offices or Board memberships for which there may be more than one candidate, and also to provide a means to those who wish to become life members. Your Board has favorably approved these proposals and hopes you will support them.

Finally, you will be asked to consider an invitation to meet in Canada, in 1955. At a meeting of the Board held last October 28, the Canadian National Institute for the Blind indicated its wish to invite us to meet in Canada within the next several years, and at that time reported that with the exception of Quebec City, which could provide facilities in 1955, there would be no available hotel facilities for some years. It was also indicated that an early decision would have to be taken since increasingly, hotels are making convention commitments several years in advance—a situation which is becoming more and more true in the United States. Your Board therefore voted, last October, to accept the invitation to meet in Canada in 1955, subject to ratification by this convention, and you will therefore later this morning be presented with an invitation and asked to vote upon the question. Your Board earnestly hopes that you will enthusiastically accept the invitation to meet in this famous old city with its French atmosphere and its historic interest for every visitor.

In closing, we wish once again to thank all of you for your loyal support during the past year, and to pledge, for ourselves and our successors, our continued best efforts in building an organization of ever-increasing strength of purpose and of fidelity to the work we are all privileged to share.

Respectfully submitted
For the Board of Directors
ALFRED ALLEN
Secretary-General

(Mr. Joseph F. Clunk, seconded by Mr. Carlos Gattis, moved the adoption of the report and the motion was carried unanimously.)

REPORT OF NECROLOGY COMMITTEE

MARIAN HELD, Chairman
Director of General Services, New York Association for the Blind, New York, New York

It is customary at this closing session of the A.A.W.B. to honor the memory of those fine men and women—workers for and friends of the blind—whose deaths have occurred since our last meeting. Truly no greater tribute could be paid these devoted and faithful associates than that they be recognized in this assemblage today for their splendid achievements and for their valuable and numerous contributions in our field of endeavor. The pride of accomplishment—frequently with overwhelming odds to combat—and the knowledge that their lives had been dedicated to a fine and noble cause, would have assuredly brought peace of mind to them and a great satisfaction at the end of their days. The privilege is ours to find a place in this tumultuous world of today where we may serve a bit our fellow men, and so it is with humble and grateful hearts that we at this hour call to mind these departed friends and co-workers. There are a few whose names awaken warm memories of previous conferences of the A.A.W.B.; others whose names may be unknown to most of us, yet they also served devotedly in their own communities. All of them in some way directly or indirectly have helped to create this splendid organization. We think of them now, not in terms of sorrow, but with profound admiration and determination to make our lives and our work better because of their shining example. We commemorate the following:

Miss Ruth K. Billow
Dr. E. V. L. Brown
Miss Annie E. Carson
Charles D. Chadwick
Charles E. Comstock
Ernest C. Crowley
Miss Winifred Daniels
Miss Grace E. Davenport
Miss Grace Emerson
Mordecai M. Garonzik
Miss Mary F. Glenn
George D. Hagopian
James P. Hamilton
Mrs. Ada Harper
Mrs. Anna F. Harris
Mrs. Josephine Enever Holland
Miss Lily B. Howard
Miss Wilhelmina R. Humbert
Miss Emily Jungermann
Mrs. Rose Keller
Mrs. Isabel W. Kennedy
George A. Kingsley
G. E. Lineberry
Miss Caroline E. McMaster
Dr. Rollo Maitland
Miss Gladys V. Miller
Mrs. Rose Mort
Mrs. Fred P. Nash
Miss Louise Rauch
Leslie W. Ross
Cameron Schroffier
Dr. Clarence J. Settles
Miss Mae Bernadine Sherry
Elwyn C. Smith
Paul Newell Stewart
Rev. Daniel J. Uhlman
Senator Robert F. Wagner
Charles O. Weber
Mrs. Susie Welover

Miss Ruth K. Billow died February 13, 1953 at Akron, Ohio at the age of 58. A graduate of Perkins Institution, she worked tirelessly without remuneration for many years to make life happier and fuller for the blind people of her city and State.

Dr. E. V. L. Brown of Chicago died March 1, 1953 at the age of 76. One of this country's leading ophthalmologists, he was Professor of Ophthalmology at the University of Illinois and the University of Chicago for many years; President of the Board of Trustees of the Hadley Correspondence School for the Blind for 30 years; a year ago he received the Leslie Dana gold medal awarded by the National Society for the Prevention of Blindness and the St. Louis Society for the Blind.

Charles D. Chadwick passed away on November 27, 1952 at the age of 68. Blinded by

accident at the age of 17, he served as the first Executive Secretary of the Indiana Board of Industrial Aid for the Blind, which he founded, from 1915 to 1939, and was responsible for most of the State legislation affecting the blind during this period. After his position was consolidated with that of the Superintendent of the Indiana School for the Blind, he operated until his death a farm near Indianapolis. He was highly respected by his contemporaries, both blind and sighted.

Charles E. Comstock died January 12, 1953 at the age of 65. Born in Chicago, he was employed by the State of Illinois for 42 years as a Home Teacher, and remained active in this work until his death. Blinded by an accident at the age of 12, he received his subsequent education at the Illinois School for the Blind. He was influential in securing the enactment of much legislation in behalf of the blind of his State. His personal charm and quiet inspiration will long be remembered by his co-workers.

Ernest C. Crowley died in Fairfield, California September 25, 1952 at the age of 56. A blind member of the California State Assembly for 25 years, he was instrumental in proposing to the legislature many bills on behalf of the blind; an active member of the California Council for the Blind.

Miss Winifred Daniels, who passed away in April 1953, was until her retirement a few years ago a house mother for ten years at the Connecticut School for the Blind.

Miss Grace E. Davenport died in Muskogee, Oklahoma August 18, 1952 at the age of 57. A graduate of the Arkansas School for the Blind and the University of Oklahoma, she taught music at the Oklahoma School for the Blind for 33 years.

Miss Grace Emerson, who passed away August 27, 1952, was a beloved home teacher with the Cleveland Society for the Blind for 22 years. In 1946 she organized the Lions Industries for the Blind in West Palm Beach, Florida.

Mordecai M. Garonzik died July 1953. He was for more than fifty years a teacher at the Maryland School for the Blind and the Maryland Workshop for the Blind. As a counselor, many scores of blind men and women sought his advice through his long and useful life.

Miss Mary F. Glenn died in Overlea, Maryland on March 28, 1953 at the age of 64. She was the telephone operator and Librarian at the Maryland School for the Blind, from which she graduated, from 1918-1943.

George D. Hagopian passed away November 27, 1952 at the age of 67; a graduate of Perkins Institute, he was a pioneer in the field of raising young chicks, and a successful poultryman.

James P. Hamilton, who died in Tampa, Florida January 1953, was a graduate of the Michigan State School for the Deaf and Blind and the University of Michigan. He was one of the founders of the Michigan Association of Workers for the Blind in 1900, and its first President. The Michigan Employment Institution for the Blind at Saginaw was one of the first projects of the Association, and Mr. Hamilton was its Superintendent for a number of years.

Mrs. Ada Harper, who passed away in November 1952, was a housemother at the New York State School for the Blind for 24 years.

Mrs. Anna F. Harris died October 7, 1952 in Pelham, New York at the age of 89. Prior to her retirement about 20 years ago, she was head of the St. Louis Society for the Blind, and at one time Secretary of the St. Louis Society for the Prevention of Blindness. She helped to promote State legislation for the blind and to establish workshops in Missouri.

Mrs. Josephine Enever Holland died February 4, 1953. After attending the Ohio State School for the Blind, she taught music in Cleveland; later worked with the Howe Publishing Society and the Board of Education as a braille transcriber, and formed the Volunteer Braille Transcriber's Association. She was also a Home Teacher with the Cleveland Society for the Blind.

Miss Lily B. Howard, a graduate of Perkins Institution, died on October 30, 1952 at the age of 71; was switchboard operator at Perkins for 22 years.

Miss Wilhelmina R. Humbert died December 27, 1952 at the age of 86. A beloved teacher in the kindergarten at Perkins Institution for 35 years.

Miss Emily Jungermann passed away on February 16, 1953 at the age of 91. Throughout her long and useful life she did much to promote the development of civic interest in the problems of the blind in Cleveland, and organized the first volunteer group—the Social Service Committee—of the Cleveland Society for the Blind.

Mrs. Rose Keller passed away September 13, 1952 at the age of 72. Blind for many years she was active in club and church work, and as a member of the Board of Control of the Adult Blind Home and Association for the Blind in Denver, Colorado.

Mrs. Isabel W. Kennedy passed away at the age of 82 on September 26, 1952. Born in England she came here 60 years ago and became interested in the problems of the blind through Dr. Robert C. Moon, son of Dr. William Moon, inventor of Moon type for touch reading by the blind. Mrs. Kennedy founded the Blind Relief Fund of Philadelphia in 1909, and served as President and Treasurer until her death. She was Secretary of the Pennsylvania Home Teaching Society for the Blind for 28 years, and long a member of the A.A.W.B.

George A. Kingsley died March 2, 1953 at the age of 80. He was for many years a general attorney for the Soo Line Railway. A visually handicapped man himself, he maintained a keen interest in work for the blind, acting as legal counsel for the Minneapolis Society for the Blind, and serving on its Board of Directors until his death.

G. E. Lineberry died at the age of 82 on December 24, 1952. A graduate of Wake Forest College, he became President of Chowan College in North Carolina in 1914, a position he held until he became Superintendent of the North Carolina School for the Blind and Deaf, where he served for 27 years until he retired from active duty in 1945. During his administration he held many offices and committee appointments in connection with work for the blind, including the Presidency of the American Association of Instructors of the Blind, and the Chairmanship of the Committee on Publications of the American Printing House for the Blind.

Miss Caroline E. McMaster, who died March 13, 1953 at the age of 93, was a teacher in the Upper School at Perkins Institution for 40 years.

Dr. Rollo Maitland, who passed away at the age of 68 on April 7, 1953, was an organist for 33 years in Philadelphia, and an active recitalist all over the country. At the time of his death he was Chairman of the Board of Directors of the Chapin Home for the Blind, having been a member of the Board since 1908.

Miss Gladys V. Miller, a graduate of Perkins Institution, and for over 30 years an Ediphonist at Jordan Marsh Company in Boston, died March 5, 1953 at the age of 61; a member of the A.A.W.B.

Mrs. Rose Mort passed away in Lima, Ohio in August 1952. Deaf-blind herself, she worked tirelessly on behalf of the deaf-blind of this country for many years.

Mrs. Fred P. Nash, who died in Minneapolis in December 1952 at the age of 82, was interested in work for the blind all her life, and was an active member of the Board of Directors of the Minneapolis Society for the Blind. Her husband was founder of the Society, and her son is now President.

Miss Louise Rauch died May 10, 1953 at the age of 51. After losing her sight in adult life, she joined the staff of the American Foundation for the Blind, and was a loyal and enthusiastic worker in the Department for the Deaf-Blind at the time of her death.

Leslie W. Ross died June 3, 1953. During the last 15 years under his leadership the employment of the blind and the program for the blind of St. Louis have expanded constantly. He was Director of the Lighthouse for the Blind in that city, and was highly respected and beloved by all those with whom he came in contact. Was a member of the Board of Directors of National Industries for the Blind, and Chairman of the General Committee of Workshops for the Blind in 1952.

Cameron Schroffler died March 1953 at the age of 44. A graduate of the Overbrook School for the Blind in 1924 and the University of Pennsylvania, he was Shop Superintendent of the Pennsylvania Association for the Blind in Sunbury, Pa.

Dr. Clarence J. Settles, who passed away on January 13, 1953 in St. Augustine, Florida,

at the age of 64, was a native of Missouri. He came to St. Augustine in 1932 where he served as President of the Florida School for the Deaf and Blind for 20 years until his recent retirement. Graduating from Westminster College in Missouri, he was awarded a fellowship at Galludet College for the Deaf in Washington, D.C. and later taught at the Tennessee and Pennsylvania Schools for the Deaf. After serving in World War I he became Superintendent of the Idaho School for the Deaf and Blind. He was at one time President of the American Association of Instructors of the Blind, and a member of the American Association of Workers for the Blind for many years.

Miss Mae Bernadine Sherry, who died November 3, 1952 at the age of 62, was receptionist and clerk at the Illinois School for the Blind for 42 years.

Elwyn C. Smith died September 23, 1952 at the age of 81; a graduate of Perkins Institution, he had been a teacher in the Upper School for 27 years.

Paul Newell Stewart died August 10, 1952 at the age of 46. A graduate of the Illinois School for the Blind, he was switchboard operator there for 13 years; President of the Illinois Federation of the Blind.

Rev. Daniel J. Uhlman of Springfield, Ohio passed away at the age of 62 on December 21, 1952. He was not only the successful pastor of a growing Lutheran Church, but was active for many years in work for the blind in his community and State. Mr. Uhlman was appointed by the Governor a member ot the Ohio Commission for the Blind in 1946, the first blind member. Since 1941 he had been Casework Supervisor of the Clark County Bureau of Aid to the Blind; was Chaplain of the Springfield Lions Club, and in 1947 received a unique commission in Lionism as "Ambassador of good will to Lions Clubs everywhere" from Lions International.

Senator Robert F. Wagner, a devoted friend of the blind for many years, died in New York in May 1953. Through his efforts the blind were specifically included in the Social Security Act; he sponsored and secured the passage of the law which bears his name (Wagner-O'Day Act) requiring the Federal Government to purchase certain needed products from workshops for the blind. (This has brought employment to many hundreds of blind people.) He worked tirelessly to secure increased appropriations for books for the blind in braille and on Talking Book records, and always supported in Congress any measure which would benefit those without sight.

Charles O. Weber passed away in Austin, Texas on February 6, 1953, at the age of 47. He first entered work for the blind by assisting in the supervision of a WPA project for the blind in Houston; from 1940 until his death he was Business Manager of the Travis County Association for the Blind in Austin.

Mrs. Susie Welover died in Colorado Springs March 1, 1953 at the age of 67. A house mother in the Department for the Blind of the Colorado School for the Deaf and Blind for 15 years.

Let us conclude with this simple verse:

"God bless thy years
Thy coming in,
Thy going out,
Rest thy travelling about,
The rough, the smooth,
The bright, the drear,
God bless thy years."

Respectfully submitted
MRS. KATHRYN C. BARKHAUSEN
HELEN VARGO
MARIAN HELD, Chairman

(Following the reading of the report, the members stood for one minute in silence, in tribute to the memory of our departed friends and colleagues.)

REPORT OF AUDITING COMMITTEE

ARTHUR V. WEIR, Chairman

General Manager, Canadian National Institute for the Blind, Toronto, Ontario

Your Auditing Committee appointed by the President and consisting of Mr. Leo J. Flood (absent when audit was taken), Mr. Joseph Billy Delbridge and Mr. Arthur V. Weir, have examined the books of account, bank statements, invoices, cancelled checks and other supporting evidence supplied by Mr. Lemont Hackett, Treasurer, and including $2,000 in U.S. Series G Bonds, and we now take pleasure in submitting the following report:

STATEMENT OF INCOME AND EXPENDITURES
GENERAL FUND

June 23, 1952 thru July 7, 1953

Cash balance June 23, 1952			$4850.54
U. S. Series G. Bonds (20)			2000.00
Total cash and bonds			$6850.54
INCOME			
Membership dues 1952	$ 375.00		
1953	4440.00		
1954	20.00		
		$4835.00	
Dues for Certification of Home Teachers		17.00	
Registration fees—1952 Convention		83.00	
Listings in 1952 Proceedings		210.00	
Interest on Series G. Bonds		50.00	
Sale of 1952 Proceedings		168.00	
Sale of Old Proceedings		33.00	
Total income			5396.00
Total cash resources and bonds			$12246.54
DISBURSEMENTS			
Convention expense 1952	$168.70		
1953	66.77		
		$ 235.47	
Printing and stationery		214.78	
Printing and distributing—1952 proceedings		2055.80	
Subscription to Outlook for the Blind, Sept. 1952—June 1953		815.00	
1952 Membership in World Council for the Welfare of the Blind		50.00	
1953 Membership in World Council for the Welfare of the Blind		100.00	
Professional Membership dues—American Foundation for the Blind		2.00	
Secretary-General Honorarium		600.00	
Travel expense for Mr. Roy Kumpe, President A.A.W.B.		494.03	
Total disbursements			4567.08
Balance			$ 7679.46
Cash balance July 7, 1953			5679.46
20 Series G. Bonds			2000.00
Total resources			$ 7679.46

Your Committee has also examined the records of Mr. Francis B. Irardi, Chairman of the Shotwell Memorial Fund Trusteeship, and submit below a statement of income and expenditures.

STATEMENT OF INCOME AND EXPENDITURES
SHOTWELL MEMORIAL FUND

July 16, 1951—July 15, 1953

Cash on Hand—Warren Institute of Savings, July 15, 1951		$2,542.01
INCOME		
Interest	165.18	
Received from General Fund of AAWB	500.00	
Contributions	1,168.79	1,833.97
Total resources		4,375.98
EXPENDITURES		
Medals purchased (6)	450.00	
1952 scroll	72.50	
1953 scroll	72.50	
Stationery, Supplies, Postage	51.79	
Refund of contribution	3.00	649.79
Cash on Hand—Warren Institute of Savings, July 15, 1953		3,726.19
Medals on Hand (4 at $75)		300.00
Total resources		$4,026.19

Respectfully submitted
Arthur V. Weir, Chairman
Joseph Billy Delbridge

(Mr. Weir, seconded by Mr. Charles M. See, moved the adoption of the report and the motion was carried unanimously.)

REPORT OF LEGISLATIVE COMMITTEE

* FRANCIS J. CUMMINGS, Ph.D., Chairman
Executive Secretary, Deleware Commission for the Blind, Wilmington, Delaware

There is a French proverb to the effect that the more things change, the more they remain the same. Our legislative story this year is a case in point. In my report last year, I alluded to the "Congressional inertia in this election year". Well, things changed all right, but how they remained the same! The pre-election inertia gave way to the post-election bickering.

We have introduced on your behalf the legislation that you have repeatedly urged, and we have taken certain new steps as circumstances dictated. Your Committee met on three separate occasions and with very good attendance. Mr. Allen, Mr. Walker and I paid a courtesy call on Mrs. Hobby soon after her appointment as head of the Federal Security Agency, since raised to cabinet status. She was gracious but non-committal. Certain statements and directives since that time have, however, convinced some Committee members that our few words of goodwill and explanation did not fall upon deaf ears. It is too early to assume much with assurance. Perhaps I can best indicate our doings since last I reported to you by discussing briefly each piece of legislation in which we are professionally concerned.

H.R. 81 (Keogh), identical with H.R. 103 discussed in my last year's report, to which I refer you for details. This bill has awak-

* Visually Handicapped.

ened a little more interest this year, if not all of a favorable nature. Mrs. Hobby has smiled upon the Randolph-Sheppard phases of it but believes the rest should be dealt with along with legislation for other handicapped groups. Certain sections she expressed opposition to, averring that they would involve increased Federal expenditure. This latter point can be cleared up when we are given opportunity to testify.

H.R. 2872 (Warburton), a restatement of the Boggs-Priest-Elliott bills of the last session. We are very hopeful that sufficient support will be developed for the passage of this bill after the emergency measures of the moment—taxes, defense, etc.—have been more or less taken care of. It is true that insofar as the Federal services to the blind are concerned, it is possible that the reorganization commission to operate under provisions of the Ferguson Bill, S106, may enable us to achieve what we seek.

H.R. 2830 (Beamer) is a bill to infringe the privileges accorded the blind under the Randolph-Sheppard Act. We have asked for permission to present amendments to this bill if and when hearings are held. Congressman Rees, Chairman of the Committee on Post Office and Civil Service, to which this legislation has been referred, has assured us we will be remembered. Messrs. Allen, Wood and Walker acting as a sub-committee of the Legislative Committee, have prepared the necessary ammunition for timely explosion when the shooting begins. I am pleased to note that the Federation is working against the Beamer Bill also, and is making progress in opening up for the blind certain heretofore closed civil service positions.

H.R. 5562 (Rhodes) would bring about one of the improvements we have been striving for, viz., the separation of the appropriations for vocational rehabilitation of the blind from that for other vocational rehabilitation. This bill also sets up (Section 11) a bureau of vocational rehabilitation under a Chief appointed by the Secretary. Why not a Bureau of Services to the Blind?

S. 106 (Ferguson) would set up a Commission to study and reorganize governmental departments, eliminating waste and overlapping and increasing efficiency. It is by grace of this body that we hope to achieve some of the provisions of the Keogh Bill and of the Warburton Bill.

S. 1514 (Taft) provides for a survey of State-Federal relations with a view to returning to the states many of the functions, welfare and other, now being performed by the Federal government. Inasmuch as many of our programs for the blind depend on some Federal support, this bill will be of interest to us. Your Committee believes that many of the functions of the Federal government might better be handled locally, provided the moneys are returned to or left with the local unit. Much red tape and useless office work might thus be done away with. There would be less justification for the costly and not altogether defensible regional-representative system. We must watch this legislation closely, and the subsequent operations of the Commission as well.

H.R. 4160 (Kean) provides for a waiver of premium under the Social Security Program, thereby preserving the insurance rights of disabled individuals. This bill could be a wedge to open a path for us to the achievement of our long-sought-after insurance coverage, permitting us to envisage the day when insurance may replace relief in meeting the needs of the blind.

H.R. 5362 (Radwan) is at present in the Committee on Interstate and Foreign Commerce. It would amend the Civil Aeronautics Act to permit air carriers to grant reduced rates to the blind. For a long time now, we have been seeking this concession for the blind. Air travel, especially on long trips, is less tiring for blind people than any other form of travel. We have concessions in all the other fields. Let us work together to win through here. Canada is currently negotiating for similar concession in the country north of the border. The bird is on the wing. Our goal will soon be reached.

There are a number of other bills which touch us, viz., bills to increase the personal income-tax exemption from $600 to various higher figures; bills to establish a Bureau of the Handicapped in the Department of Labor, another bill by Mr. Rhodes, companion to the one mentioned above, to provide for rehabilitation centers and workshops for various categories of handicapped, and many others. Your Committee will follow them

closely with the invaluable aid of the Legislative Analyst of the American Foundation for the Blind, the ubiquitous Mr. Hulen C. Walker, and will take on your behalf whatever action seems in the best interest of the blind. It appears that the House Committee on Education and Labor will conduct hearings before the session ends on all legislation for the handicapped taken as a unit.

In closing, I want to extend sincerest thanks to my colleagues for their friendly and intelligent cooperation throughout the past year. An especial word must go to Messrs. Allen and Walker, without whom I should have found my task infinitely more difficult. President Kumpe, Mr. Tynan, Mr. Scurlock of the NRA Legislative Committee, Mr. Archibald of the Federation Legislative Committee and others have afforded me kind and helpful collaboration. We have thought hard and worked hard for the advancement of the cause. It has been a privilege to serve you.

Respectfully submitted

J. Robert Atkinson
F. W. Ave-Lallemant
H. B. Aycock
W. L. McDaniel
N. F. Quimby
P. J. Salmon
E. R. Steece
Vaughn Terrell
H. A. Wood
J. F. Clunk, Vice-Chairman
F. J. Cummings, Chairman

STATEMENT OF GOALS OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND AND AMERICAN FOUNDATION FOR THE BLIND

(As presented to Secretary Oveta Culp Hobby by Messrs. Allen, Cummings and Walker 2-3-53)

1. Such legislative proposals as have for their purpose the strengthening of the Randolph-Sheppard Act (providing for the opperating by the blind of vending stands in Federal properties) against the encroachment of the General Services Administration or groups of Government employee cooperatives.
2. An Administrative Directive by the Federal Security Administrator which will ensure that the "Services for the Blind" program now operating as a categorical unit within the office of Vocational Rehabilitation shall be so continued and not merged with any other unit which would scatter the service and thus deprive it of the specialists who now operate it.
3. Such legislation (for instance the Keogh Bill, H.R. 81) as will provide for increasing work opportunities for the blind, thus furthering the program of vocational rehabilitation of the blind.
4. Such legislative proposals, long advocated by the Social Security Board, as will provide for disability benefits for the totally disabled, including the blind, through the operation of an insurance program similar to the O.A.S.I. program, so that the blind may achieve the more dignified status of annuitants rather than recipients of public assistance (relief) payments.
5. Such legislative proposals as will liberalize Title X (Aid to the Needy Blind program) of the Social Security Law, by providing for a variable grant formula that will not deprive the blind of a dollar of financial aid for every dollar they may be able to earn beyond the currently exempted $50.00 of monthly earnings. A reduction in the grant by only 50¢ for each earned dollar beyond the first $50.00 monthly would encourage them to greater effort, and increasing numbers would be likely to achieve a greater measure of independence.
6. Administrative consideration of a coordinated program of services to the blind which would operate as an autonomous unit, with responsibility for the programs of financial assistance, vocational rehabilitation, the American Printing House for the Blind, and perhaps other services, most of which operate within the Federal Security Agency but through scattered responsibilities in different units of the Federal Security Agency, and elsewhere.

(Dr. Cummings, seconded by Mr. Vaughn Terrell, moved the adoption of the report and the motion was carried unanimously.)

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS OF THE BLIND

* MURRAY B. ALLEN, Chairman
Salt Lake City, Utah

We are pleased to offer for your approval the names of successful candidates who have satisfied all the requirements for certificates granted by the AAWB to such Home Teachers of the Blind as can meet the requirements adopted by this Association, and in so doing, we wish to congratulate the successful candidates, and to express the hope that they will devote themselves faithfully to the service of the blind, to whose service we are all dedicated. We also attach statistics covering all certificates granted to date.

Class I Certificates

Geraldine Bias, Salt Rock, West Virginia
Mrs. Edith Chang, Honolulu, Hawaii
Dolorez Dufresne, Sherbrooke, Quebec
Mrs. Johnnie M. Hunter, Philadelphia, Pennsylvania
Vera J. McClain, Cullman, Alabama
Betty Jean McWhorter, Paint Lick, Kentucky
Muriel J. Mitchell, St. Catherines, Ontario
Edward O'Neill, Olyphant, Pennsylvania
Betty Ostergard, Tacoma, Washington
Mrs. E. G. Reed, Winnipeg, Manitoba
Lonnie W. Robinson, New York, New York
Arthur Segal, Reading, Pennsylvania
Elizabeth Sullivan, Reading, Pennsylvania
Honor Tuite, New York, New York
James C. Warrick, Memphis, Tennessee *
Jack M. Yeaman, Cheyenne, Wyoming

Since the first award of certificates in 1945 the Board has issued certificates as follows:

Class I	147
Class II	9
Service	52
Total	208

The geographical distribution of certificates at the time they were awarded is as follows:

Alabama	3	
Arkansas	1	
Colorado	1	
Connecticut	6	
District of Columbia	1	(1 Class II)
Florida	2	(1 Class II)
Hawaii	1	
Illinois	6	(1 Class II)
Iowa	1	
Kansas	1	
Kentucky	1	
Louisiana	3	
Maine	1	(1 Class II)
Massachusetts	1	
Michigan	4	(1 Class II)
Minnesota	5	
Missouri	10	
New Jersey	4	(1 Class II)
New York	12	
Ohio	11	
Oregon	3	
Pennsylvania	30	
Rhode Island	2	
Tennessee	4	
Texas	4	
Utah	6	
Virginia	1	
Washington	7	
West Virginia	1	
Wyoming	2	(1 Class II)
CANADA		
Manitoba	2	
New Brunswick	1	
Nova Scotia	1	
Ontario	14	(2 Class II)
Saskatchewan	1	
Quebec	1	
BRITISH WEST INDIES	1	
Total	156	(9 Class II)

Respectfully submitted,

MURRAY B. ALLEN
Chairman
ALFRED ALLEN
Acting
Secretary

* Visually Handicapped.

(Mr. Lon Alsup, seconded by Mr. Jones, moved the adoption of the report, and that the Secretary-General be instructed to send a message of greetings and good wishes to Mr. Murray Allen, with the hope for his early recovery from his serious illness. The motion was carried unanimously.)

REPORT OF RESOLUTIONS COMMITTEE

ROBERT H. THOMPSON, Chairman

Superintendent, Missouri School for the Blind, St. Louis, Missouri.

Your Resolutions Committee has sought to include in its report all resolutions presented which were consistent with the constituted purposes of the American Association of Workers for the Blind. These resolutions have been carefully studied by the Committee and the following are presented for your consideration at this time.

The Resolutions Committee would like to have it understood that this report includes the request that our Secretary-General inform the appropriate people, organizations and agencies of the sentiments of this convention as expressed in these resolutions, according to his usual good judgment.

Respectfully submitted,

Resolutions Committee,

Miss Elizabeth L. Hutchinson
J. Milton Johnson
Mrs. Lee Johnston (absent)
Arthur L. Voorhees
Robert H. Thompson, Chairman.

Resolution 1

President Eisenhower and Vice President Nixon have gone far beyond the call of duty to extend their greetings and good wishes to the American Association of Workers for the Blind convened in its twenty-seventh convention in our nation's capitol.

We take due notice of the fact that America is foremost among the areas in the world where handicapped people can live with pride, dignity and hope.

We ask that a divine providence watch over our President and Vice President as they direct our guardianship of this American heritage and trust involving the dignity and worth of every citizen to the end that it may be universally enjoyed.

We hereby express our thanks and gratitude and pledge our loyal support in the crusade for human rights and freedom from fears. We further ask our Secretary-General to send suitable letters of appreciation for this hospitality so cordially rendered and for the encouragement our government holds before us.

(Mr. Charles M. See, seconded by Mr. Philip Harrison, moved the adoption of the resolution and the motion was carried unanimously.)

Resolution 2

One cannot help being impressed by the universality of the claim among our membership in attendance at the Twenty-Seventh Convention of the American Association of Workers for the Blind that this is one of the greatest conventions in our history. We hereby make a matter of record our genuine thanks and appreciation to those individuals, committees and organizations who and which have made it so. The details of planning and execution are legion in number, and time and patience consuming in nature. A magnificent job has been done.

To our hosts, the Columbia Polytechnic Institute; Washington Society for the Blind; Maryland Workshop for the Blind; Virginia Association of Workers for the Blind; Virginia Commission for the Blind; Department of Health, Education and Welfare; Library of Congress; Department of Labor; Committee on Purchases of Blind-made Products; District of Columbia Association of Workers for the Blind; Blinded Veterans Association; Stand Managers Association of the District of Columbia; the Honorable Renah F. Camalier, Commissioner, the good people, Police Department, and other officials of the District of Columbia; Mr. Hulen C. Walker and the Host and Finance Committee,

Mr. Frederick W. Ave-Lallemont and the Entertainment Committee; Mr. Robert Le Fevre and the Exhibit Committee; Mr. James W. Fauquier, Assistant Sales Manager of the Statler Hotel and his most efficient and thoughtful staff; the Convention Bureau of the Board of Trade of Washington and the charming young ladies who so intelligently and efficiently managed registrations; the Delta Gamma Sorority for their friendly greetings and hostess service; the National Capitol Area Council, Boy Scouts of America and their Scouts' "helpful, friendly, courteous and kind" guide and errand service so generously and abundantly provided; the good Lions of this area for their hospitality so abundant; the Press, Radio and Telecasting facilities whose splendid reporting and convention coverage was so essential from the standpoint of interpretation to the public; the business people of Washington; and the transportation service —— to all of you, we are duly grateful for your unstinted effort to the end that we will long remember our convention and visit in Washington as a safe and happy one, filling us with renewed pride and love for our nation's capitol and her people.

To our retiring president, Roy Kumpe, his executive committee, directors, and other officers and committees who have labored unceasingly to make the past two years ones that will stand out in the history of our Association for their progress in furthering our objectives, we say, Thanks, and a job well done!

To our esteemed and efficient Secretary-General, Alfred Allen, we renew our thanks and find it comforting to be able again to rely on his good offices to see that appropriate letters of thanks are written to the appropriate individuals and organizations indicated in this resolution.

(Mr. Walter Barrett, seconded by Mr. Frank Wrench, moved the adoption of this resolution and the motion was carried unanimously).

Resolution 3

This convention wishes to make it a matter of record that we strongly urge the liberalization of the United States Civil Service Commission's regulations so as to permit blind applicants to compete on a basis of equality for a wider range of positions for which they are qualified. We further recommend that the Office of Vocational Rehabilitation be invited to work closely with the United States Civil Service Commission in the revision of the regulations as indicated by the intent of this resolution.

(Mr. Charles M. See, seconded by Mr. Frank Wrench, moved the adoption of this resolution and the motion was carried unanimously.)

Resolution 4

This Convention takes note of the fact that Perkins Institution and Massachusetts School for the Blind is inviting the International Conference of the Educators of Blind Youth to hold its 1957 conference in Watertown, Massachusetts. We heartily endorse this invitation and hope it will be accepted. Further, we would like to extend to all delegates to this conference from other countries a cordial invitation to observe the wide variety of educational and other services offered to the blind in America.

(Mr. Frank Wrench, seconded by Mr. Virgil Coleman, moved the adoption of this resolution and the motion was carried unanimously.)

Resolution 5

This Convention observes the decline in the use of Moon Type primarily because home teachers teach it less than formerly. We believe that Moon Type has long demonstrated its worth as a useful system of reading, particularly for the many older blind persons. Statistics show a marked trend toward greater numbers of older blind persons.

Therefore, this Convention recommends that greater attention be given to the teaching of Moon Type and that the several Home Teacher Conferences, schools and training courses for home teachers, and other groups whose interests are identified with those of home teachers, be encouraged to bear in mind and to emphasize the merits of Moon Type to the end that its use may be extended among those for whom it may prove a useful tool toward adjustment, rehabilitation, activity, education, or entertainment.

(Mr. Robert H. Thompson, seconded by Miss Marie Busch, moved the adoption of this resolution and the motion was carried unanimously.)

Resolution 6

An increasing number of broadcasting, telecasting and press agencies, including magazine publishers have been and are featuring recordings, pictures and articles constructively enlightening the general public to the end that it has a greater understanding of the problems and possibilities inherent in the lives of all handicapped people. This convention regards this as a public service of high order. It assists in relaxing the so-called "normal" public as it relates itself to the so-called "handicapped" and thereby improves the quality of public understanding and reaction to all handicapped people, especially those who are blind.

(Mr. Robert H. Thompson, seconded by Miss Suzanne Sirak, moved the adoption of this resolution and the motion was carried unanimously.)

Resolution 7

Blindness among children is increasing at an alarming rate. These children are soon going to enroll in our schools or classes for the blind. Several states still maintain dual facilities for the education of deaf and blind children. These are *some* instances where the administrators of dual schools find themselves torn between two pressure groups. Under such circumstances the blind child frequently finds himself, his educational needs, and his environment somewhat obscured.

We strongly urge that as opportunities present themselves in states having dual schools, the feasibility of separating these facilities be given careful study and consideration.

(Mr. Robert H. Thompson, seconded by Mr. Frank Wrench, moved the adoption of this resolution and the motion was carried unanimously.)

Resolution 8

The American Association of Workers for the Blind recognizes the need for training industrial employment counselors. A basic training course for inexperienced blind industrial employment counselors has not been conducted since 1947. This convention believes that counselors employed since that time would like to have the opportunity to take a course so vital to the success of their work and strongly urges the Federal Office of Vocational Rehabilitation to give consideration to the conducting of training courses of this nature as soon as possible.

(Mr. Robert H. Thompson, seconded by Mr. Leon Feldman, moved the adoption of the resolution and the motion was carried unanimously.)

Resolution 9

A basic training course for rural counselors for the blind has not been held since 1946. Many blind persons live in rural areas. There are many employment possibilities for these people in their home communities. The training of rural blind persons to engage successfully in the economies of their home communities is being retarded because of the lack of counselors trained in the necessary methods and techniques.

This convention recommends that the Federal Office of Vocational Rehabilitation give consideration to the conducting of basic training courses for rural counselors of rural blind persons as soon as possible.

(Mr. Robert H. Thompson, seconded by Mrs. Martha Hahnel, moved the adoption of the resolution and the motion was carried unanimously.)

Resolution 10

Throughout the world, blind people are benefitting from the constructive interest in our behalf by Lions International. This interest manifests itself through the encouraging pat on the shoulder, the friendly offered arm, and the building of recreational, work, adjustment and training centers costing hundreds of thousands of dollars. This is coupled with their active interest in and support of the program for the prevention of blindness.

In connection with our understandable affection for Lions International we cannot fail to observe the honors earned by and extended to a colleague high in our councils, Lion Finis E. Davis of Louisville, Kentucky.

Lion Davis has been elevated from tail twisting through the presidency of two major Lions Clubs, one *Deputy* District Governorship, two *District* Governorships, Chairmanship of the Executive Council and, currently, the Board of Governors of Lions International.

This convention wishes to go on record as recognizing what Lions International has done and is doing in the matter of helping blind people enjoy greater economic and social independence. It urges that Lions International continue to give its invaluable support also to the prevention of blindness programs. It salutes Lion Friend Davis for these recognitions he has earned in Lions International and for his valuable and sincerely rendered leadership in all areas where the best interests of blind people are concerned.

(Mr. Robert H. Thompson, seconded by Mr. Charles M. See, moved the adoption of the report, and the motion was carried unanimously.

Mr. Thompson then moved the adoption of the Report of the Resolutions Committee, and seconded by Miss S. Ruth Barrett, the motion was carried unanimously.)

REPORT OF BRAILLE COMMITTEE

* R. W. BEATH, Chairman

Chief Librarian, Canadian National Institute for the Blind, Toronto, Ontario

The AAWB Braille Committee, consisting of 3 members,

Mr. Alfred Allen
Mr. Bernard M. Krebs (b)
Mr. R. W. Beath (b)

has combined with the 3 members of the AAIB Braille Committee, wih the membership consisting of

Miss Marjorie Hooper
Mr. Paul J. Langan
Mr. L. W. Rodenberg (b)

to form the Joint Uniform Braille Committee.

Braille problems have been dealt with under three main headings: Mathematical Braille, Literary Braille, and Braille Music.

Last year your committee reported the completion of the Nemeth code for the writing of mathematical texts in Braille. This code was invented by a brilliant young blind mathematician from New York. Under the chairmanship of Edward J. Waterhouse a Sub-Committee on Mathematics of the Joint Uniform Braille Committee brought the Nemeth code to completion. This year a High-School Algebra has been printed in the Nemeth code, and several of the leading schools for the blind will test its effectiveness as a medium for instruction purposes. The cost of this publication was mainly born by Perkins Institution, which paid $1500 toward this project. The American Foundation for the Blind put up $500 and the balance of the cost will be borne by the American Printing House for the Blind. Credit for the production of this algebra in the Nemeth Code is due largely to the fine co-operation of Mr. Nemeth and the untiring energies of Miss Hooper.

In the field of Literary Braille your committee has sought advice and guidance from Braillists throughout the length and breadth of America through a questionnaire, which was widely distributed. We have found that Braille grade II is popular, and the vast majority of Braille readers concur with your committee's opinion that no drastic changes in literary Braille should be undertaken. The mass of suggestions sent in were classified and brought to the attention of a full Joint Uniform Braille Committee meeting, held in Washington from November 29 to December 1, 1952. At this meeting recommendations were made aimed at the re-editing of the Braille Manual (Standard English Braille, Grades I and II) published in 1932, with the view to simplification of the rules. The preliminary revision of the manual was brought to a further full meeting of the committee held in Washington on the 11th and 12th and on the 15th of July, 1953. On the basis of suggestions from these meet-

* Visually Handicapped.

ings the manual will be re-written. It is interesting to note that the original 38 rules have been reduced to 17.

A sub-committee on Braille Music was established by the Joint Uniform Braille Committee at its meeting from November 29th to December 1st, 1952. The sub-committee chairman, Mr. L. W. Rodenberg, is making a survey under UNESCO of present styles of musical notation. The first meeting of the sub-committee on music is planned for early this Fall, and in the meantime suggestions and information are being gathered through questionnaires. No basic change is anticipated in musical notation, however, it is hoped that an improved style of writing Braille music may be of great benefit to blind pupils and teachers alike.

Contact and consultation with the Uniform Braille Committee of Great Britain and finally with UNESCO will be established with the view to arriving at a universally approved Braille in all three fields of endeavour: Mathematics, Literary and Music.

Respectfully submitted by your chairman,

R. W. BEATH.

(Mr. Walter Barrett, seconded by Mrs. Grace Williams, moved the adoption of the report and the motion was carried unanimously.)

REPORT OF COMMITTEE ON REHABILITATION CENTERS FOR THE BLIND

WILLIAM M. CANNON, Chairman

Staff Psychologist, North Carolina State Commission for the Blind, Raleigh, North Carolina

To the President and Board of Directors of A.A.W.B.:

The Committee on Rehabilitation Centers for the Blind met on Tuesday, July 14, 1953. Members present were William Cannon, Chairman; Alfred Serverson, William Bryan, Jesse Woodring, Winfield Rumsey, and Roy Kumpe, Ex-officio Chairman.

The Chairman opened the meeting by reviewing the proceedings of the Committee. The following recommendations were unanimously adopted to be presented to the President and the Board of the A.A.W.B. for their consideration and action:

1. That the President of the A.A.W.B. appoint a temporary or standing Committee on Rehabilitation Centers for the Blind to succeed the present Committee.
2. That Mr. Roy Kumpe be considered to serve as Chairman of that Committee.
3. That there is an unquestioned need for a Work-Shop to follow up the Spring Mill Work-Shop.
4. That a request be made to OVR to sponsor another Work-Shop or a series of three annual Work-Shops on Rehabilitation Centers for the Blind, leaving the time, place, and the possibility of securing the co-sponsorship of the American Foundation for the Blind to the initiative of OVR. This includes the possibility that a Workshop on Rehabilitation Centers for the Blind and a separate Work-Shop on General Rehabilitation Centers may be conducted at the same time and place.
5. That Mr. Kumpe and two others whom he is to select will act as representatives to the Rehabilitation Center Group at the Miami NRA meeting during the fall of 1953, the representatives having no power of action.

The following additional actions were taken:

1. That Mr. Rumsey proceed with the publication of the next issue of the "Rehabilitation Center Exchange." This publication is to be published in September or October of 1953, with the question of its publication thereafter being left to the new A.A.W.B. Committee on Rehabilitation Centers for the Blind.
2. That no further meeting of the present Committee be called during this Convention.

If these recommendations meet with the approval of the President and the Board of A.A.W.B. it is necessary to have reasonably

quick action in order to put some of them into effect.

Respectfully submitted,
WILLIAM M. CANNON, Chairman
ELIZABETH L. HUTCHINSON

(Mr. Alfred Allen, duly seconded, moved that this report be received and ordered filed, and the motion was carried with no dissenting vote registered.)

BUSINESS MEETINGS

The meeting on Tuesday afternoon, July 14th, was entirely devoted to a consideration of the report of the Study Committee on Principles and Standards of Public Relations and Fund Raising for Agencies for the Blind (which appears elsewhere) and to discussion on the adoption of a Code of Ethics (which as adopted also appears on another page.)

The meeting during the last hour of the session held on Thursday morning July 16th was given to the report of the Nominating Committee, the Election of Officers, and the election of a committee to deal with the certifying procedures for those seeking the A.A.W.B.'s Seal of Good Practice. The details appear on another page.

The meeting on Friday morning July 17th opened with a report of the American Foundation for the Blind, followed by the reports of the Board of Directors, the Necrology Committee, the Auditing Committee, the Legislative Committee, the Board of Certification of Home Teachers, the Resolutions Committee, the Braille Committee, and the Committee on Rehabilitation Centers. All these reports appear elsewhere.

The convention next considered the proposed amendments to the Constitution and By-Laws, as recommended by the Constitution Committee and previously approved by the Board of Directors. In summary, these amendments took the form of additions to or deletions from the Constitution and By-Laws, to provide.

1. For a secret ballot for the election of any officer or group officer in the event of any contest between two or more candidates for any such office.
2. That no Board member elected by a group shall be eligible to succeed himself.
3. For a life-membership in the AAWB for any person paying the sum of $100 cash in full—with all membership privileges to continue for the life without pament of further dues.
4. A few minor technical amendments to clarify wording in our present constitution.

The draft of the proposed amendments follows with a record of the disposition made of each:

PROPOSED AMENDMENTS TO THE CONSTITUTION AND BYLAWS OF THE AAWB

(NOTE: The following text includes the exact present wording of the affected passages of the Constitution and Bylaws, with passages to be deleted enclosed in parentheses and with additions in italics.)

CONSTITUTION

Article IV—Officers

The officers of the Association shall consist of a President, A First Vice-President, a Second Vice-President, a Secretary-General,

and a Treasurer, all of whom shall be elected for a term of two years by the members of the Association in good standing. Voting shall be by means of a standing vote and the members shall remain standing until counted. *In the event of a contest for the election of any officer, voting shall be by secret ballot, in any manner prescribed by the Board of Directors.* The election shall take place not later than four o'clock in the afternoon on the next to the last day of the meetings in odd-numbered years, and said officers shall assume their duties at the conclusion of business on the last day of the meeting at which they are elected. An elected President shall not be eligible to succeed himself.

(The motion to adopt by Mr. Charles M. See, seconded by Mr. Fuller Hale, was carried unanimously.)

Article V—Board of Directors

Section 4. In the event of contests for elections, voting for Board members and Section officers may be by secret ballot should the members of the section so desire. A Board member elected by a section shall not be eligible to succeed himself.

(The motion to adopt by Mr. Leon Feldman was amended by Mr. Vaughn Terrell to substitute the word "shall" for the word "may" and with the consent of Mr. Feldman and of Mr. See, the seconder, was carried unanimously.)

BYLAWS

Dues

Section 2. *a* Five dollars ($5), the annual dues of membership in the Association, which shall include the annual meeting registration fee, shall be due on the first day of January of each year, beginning on January 1, 1949. Each member paying dues shall receive a copy of the current printed proceedings of the Association.

b Upon payment at any time of the sum of $100 cash in full, any person otherwise eligible for membership may be enrolled as a life member, with all membership privileges and without further payment of annual dues.

(The motion to adopt by Mr. Alfred Allen, seconded by Mr. J. Robert Atkinson, was carried unanimously.)

COMMITTEES

Section 6. The Executive Committee shall consist of the Officers of the Association, and shall have charge of all matters delegated to it by the Board of Directors. An Auditing Committee of three members, none of whom shall be a member of the Board of Directors, shall be appointed by the President on the opening day of each *annual* meeting (in odd-numbered years), to audit the accounts of the Treasurer and to report to the Association before the close of the meeting. All other Committees shall be appointed by the President and members shall serve at the pleasure of the President unless otherwise ordered by the Association or by the Board of Directors. Subject to the approval of the Board of Directors, such committees as may be appointed shall be empowered to sit with members of similar committees of the American Association of Instructors of the Blind, as members of such Joint Committees representing the American Association of Workers for the Blind and the American Association of Instructors of the Blind as may be constituted through parallel approval of the American Association of Instructors of the Blind.

(The motion to adopt by Mr. Alfred Allen, seconded by Mr. Fuller Hale, was carried unanimously.)

ELECTIONS

Section 7. On the second day of each meeting in odd-numbered years the members of each group there pres-

ent *and entitled to do so* shall elect one of their own number to represent the group on the Board of Directors, and shall certify the result to the Secretary-General in writing. *Except as elsewhere provided,* the method of voting shall be as provided in "Roberts Rules of Order, Revised 1943." The Secretary-General shall furnish to each group a list of the members in good standing entitled to vote therein. No member shall be permitted to vote in more than one group.

(The motion to adopt by Mr. Alfred Allen, seconded by Mr. P. J. Wood, was carried unanimously.)

(Mr. Allen, seconded by Mr. Atkinson, then moved the adoption of the entire draft of the amendments, and the motion was carried unanimously.)

(The revised Constitution and By-Laws appears in full on another page.)

INVITATIONS TO FUTURE CONVENTIONS

For 1954

The following invitations for 1954 were received:

From the Texas Commission for the Blind (presented by Mr. Lon Alsup, Executive Secretary-Director) to meet in Houston, July 11-16th, at the Rice Hotel:

From the Buffalo Association for the Blind (by Miss Penelope W. Crane, Executive Secretary) to meet in Buffalo, New York:

From the Georgia Workshop for the Blind, Bainbridge, Georgia (by Mr. Vaughn Terrell, Superintendent) to meet in Atlanta, Georgia. Mr. Terrell then withdrew the invitation for 1954 yielded to Canada (which had previously indicated to the Board of Directors, through the Canadian National Institute for the Blind, its wish to be host to the 1955 convention), and requested that Georgia's invitation be placed first among the invitations for 1956.

Mr. Terrell then moved that we accept the invitation of Houston, Texas, to meet at the Rice Hotel in 1954, and Mr. Hulen Walker seconded the motion. The response in favor of the motion having been so overwhelming, it was carried unanimously and no further motions were made for 1954.

For 1955

Speaking for the Canadian National Institute for the Blind, Mr. Arthur V. Weir, its General Manager, then renewed the invitation previously presented to the Board of Directors, to meet in Quebec City, Canada, from June 19 to June 24th at the Chateau Frontenac, and spoke of a recent visit to the hotel made by himself and Mr. Allen, of the convenience of the facilities, the attractions of the city, but also, of the need to confirm any decision at this time because of the heavy demands on all Canadian hotels and the inability of any to hold the facilities for some future decision. Mr. Weir spoke of the favorable recommendation to the convention, as made in the report of the Board of Directors, and assured the members of a hearty welcome and an excellent convention at the famous Chateau Frontenac. Mr. Alfred Allen then moved to accept the invitation of the C.N.I.B. for 1955 and with Mr. Philip Harrison seconding, the motion was carried enthusiastically. A motion of Mr. Jacobson to refer the decision back to the Board of Directors was defeated.

For 1956

Mr. Terrell then renewed his invitation to meet in Atlanta, Georgia, in 1956. An invitation for 1956 was also extended by Mr. Allan W. Sherman, Director of the Cleveland Society for the Blind, Cleveland, Ohio, to meet in that city. Mr. J. Robert Atkson of Los Angeles, California, also extended an invitation to meet in a California City, in 1956. No action was taken on any of these, it being felt a decision could be deferred until 1954.

INSTALLATION OF OFFICERS

Retiring President Kumpe then presented the new officers, to serve for the next two years:

President	Captain M. C. Robinson
First Vice-President	Joseph F. Clunk
Second Vice-President	Hulen C. Walker
Treasurer	Miss Julia Lawson
Secretary-General	Alfred Allen

each of whom thanked the convention for the confidence reposed in them, and pledged every effort to uphold the purposes and ideals of the Association. A vote of thanks was tendered to all retiring officers, Board members and committee members.

ADJOURNMENT

There being no further business. Mr. J. Robert Atkinson moved that the convention adjourn, members to meet next on July 11th, 1954, at Houston, Texas, and President Robinson thereupon declared the convention adjourned. —A.A.

MISCELLANEOUS

EDITOR'S NOTE: On Wednesday morning, July 15th, The Honorable Richard M. Nixon, Vice-President of the United States, made an unscheduled visit to the convention and spoke briefly to the members. His remarks follow:

REMARKS
of
Honorable Richard M. Nixon
Vice President of the United States
American Association of Workers
for the Blind
July 15, 1953

MR. PRESIDENT, LADIES AND GENTLEMEN:

I want to tell you that it is a great privilege to have an opportunity to be here and to extend my welcome to the convention and that of the city of Washington to you on the occasion of your visit to the national Capitol.

One of the functions of a Vice President seems to be that he gets an opportunity to welcome many of the visiting conventions and other groups who come to Washington. It is a rare opportunity in a way because he is able to learn something about the organizations, the contribution that each organization is making to our American life. I do not think that there could be a group in America that I would feel more privileged to appear before than this one. Certainly the work you are doing is work that all can be proud of and that all America supports. I want to say that I have a particularly warm spot in my heart for that work and for those to whom you dedicate your lives.

It happened that I returned from my law school work at Duke University in North Carolina in 1937 to California for the purpose of taking my bar examinations. Now I am one of those lawyers who studied in a State other than his own in which he was going to take the bar examination. There is a period of time in which he must learn the State laws in order to pass that bar examination. For three years I had studied at Duke University and returned to California just eight weeks before I was to take the California bar examinations. The California bar is one of the hardest in the country, and during that eight week period it was necessary for me to personally supplement my school background with all the California laws I had not had the opportunity to concentrate on during my study at Duke University, and so I did what many students do on an occasion such as that—I took what might be called a "cram" course. The purpose of a "cram" course is exactly what you think it is—you cram into your head as much of the law so that you can pass the bar examinations.

The man who gave me that course and who, of all the professors I ever had during the period of attending law school, and the men whom I have met in law since that time, in my opinion was the most articulate, the most able teacher of law it has been my privilege to meet was Lloyd Nix, attorney in Los Angeles. He did a magnificent job—at least it was good enough to get me through

the bar examinations, and for that I was thankful, and Lloyd Nix, as some of you may know, is blind!

So much for that—and now to urge you when you are here in addition to what I know must be a serious part of your convention, to see Washington and to visit the various places of interest and to assure you that you will receive a warm welcome wherever you go. By saying a warm welcome I am not speaking of the weather, because I can tell you this is one of the nicest Julys I have ever experienced in Washington, believe me! As a matter of fact, if someone wanted to say that I was talking like the Los Angeles Chamber of Commerce, I would say that you were having good California weather and I hope that it holds out.

I know that some of you may have the opportunity to come up to Capitol Hill. If you do, I want you to stop by the formal office of the Vice President to go in to see it and I will instruct the man who is on the door to escort you in there and to describe any of the articles of interest. You are very welcome to come up to the sessions of the Senate and if you cannot get there during the day time, come at night because the Senate is running at night these days and you will have an opportunity to see the national leaders discuss some of its promises.

I note with interest that you are going to have a White House tour which I think will be one which will be long remembered, because the White House since it has been redecorated is a beautiful building in every sense of the word, and I know that you will receive a warm welcome there, and so while you are here I trust that your convention will produce many accomplishments which will be worthwhile, and we know that from our standpoint we will make it just as happy an occasion as possible whenever you get to visit the areas in which we can be helpful.

Thank you very much.

EDITOR'S NOTE: On Monday, July 13th, at a special luncheon sponsored by the National Rehabilitation Association and attended by almost 200 diners, an address was delivered by Dr. Henry H. Kessler, of Newark, New Jersey. Excerpts from his remarks follow:

MODERN CONCEPTS OF REHABILITATION

Henry H. Kessler, M.D.
Newark, New Jersey

The greatest contribution toward world peace has been made by the United States, not through the provision of guns and ammunition, but through the spread, all over the world, of the concepts and technics of modern rehabilitation. In solving their common problems of disease and disability, countries which were enemies on the battlefield became friends around the conference table, and the United States is the prime mover in the development of these international activities.

I saw this demonstrated in Stockholm in 1952, when more than 750 people from thirty countries of the world faced the hazards and inconveniences of travel and the difficulties of currency shortages to attend the Fifth World Congress of the International Society for the Welfare of Cripples. I wondered what brought these men and women, representing so many divergent races, customs and languages, to Stockholm, and I decided there were three reasons. First of all, they had come to exchange ideas and information: "How do you treat poliomyelitis?" "What is the best way of handling our cerebral palsy problem?" Secondly, they came to find out if the job should be done by government alone or by private agencies alone, and decided that cooperation between the two was essential for success.

But, most important, they came because the stresses of the international political situation had convinced them of the urgent necessity of finding and cementing a common bond. They saw that international work for the disabled offered the greatest stimulus to world peace.

At a meeting of the World Veterans Federation held last November in London, I saw representatives of the Israelis and the Egyptians forget their political conflicts as they joined forces to help the veterans of both countries who had been disabled in the Israeli-Egyptian wars. Again in Paris last Spring, at a similar meeting of the World Veterans Federation which I attended, those

traditional enemies, the Yugoslavs and the Italians, tackled the same problem. Before the conference was over, they were calling each other blood brothers.

The spirit of rehabilitation penetrates to the farthest corners of the earth. During my recent trip to Indonesia I fell into conversation with a young doctor who discussed rehabilitation with obvious knowledge and experience. When I asked him where he did all his work, he said, "Why, at my own center. You must come and see it." So I journeyed to Solo, about 50 miles north of Djakarta, and there, almost literally in the heart of the jungle, I found a small but modern and well-equipped center. When I asked how all this had come about, he said, "Well, Dr. Kessler, I am a victim of your book. When I needed a limbmaker I taught a handyman how to construct prostheses and now he is a victim of me!"

In Japan, where traditional revulsion for the deformed had amounted to a national phobia, American doctors came with the occupation forces to instruct in technics and spread the philosophy of rehabilitation, with the result that there is now a society for crippled children and adults which has the romantic name, "Friends of Love." Thus the conquered nation learns from its conquerors that democracy is actually a fierce belief in our individual responsibility for what happens to our fellow man.

I have been privileged to visit many of the countries of the world, but my most significant trip has been to a continent you will not find on any map; it has no borders and no government. It has a soul but no voice. It has been formed out of the despair and the courage of the human spirit. It is inhabited by twenty-five percent of the world. This lost continent is the world of the handicapped, and, to those who are concerned with it, differences in language, customs, and the color of one's skin assume a curious insignificance.

Medieval man knew that all things were possible by faith; modern man knows that all things are as possible through science. Those of us who are working in rehabilitation know that the twenty-first century must develop an international man who will be a synthesis of science and faith. On this man the fulfillment of all our future hopes of peace and justice depend.

EDITOR'S NOTE: Noticing that a group of sightseeing members of the AAWB were present in the visitor's gallery of the United States Senate while it was in session on Wednesday afternoon, July 15th, Senator Charles W. Tobey of New Hampshire arose and addressed the Senate. His remarks follow. We regret to report that the distinguished Senator passed away ten days later from a heart attack.

REMARKS

of

U. S. Senator Charles W. Tobey
(Republican—New Hampshire)
During
Visit to Senate by Members of
American Association of Workers
for the Blind

(July 15th, 1953)

Mr. President:

I should like to direct the Senate's attention to a group of distinguished visitors to the Senate Gallery today. I refer to members of the American Association of Workers for the Blind, including several guide dogs that certainly, in this case, do not lead a dog's life, but rather a life akin to that of a spiritual being, ever guarding, watching, and serving.

From nearly every State in the Union have come these workers for the blind. More than 400 of them who are themselves blind are dedicating their lives to helping their fellow men.

They are here in convention assembled to exchange ideas, to discuss new techniques for rehabilitation, and for general good fellowship. Their task is to improve themselves and their organizations so they can further assist those whom they teach and rehabilitate and direct back into their accustomed places in society and industry.

The courage exhibited by these people, and their ever-positive approach to the problems which beset them, should be a source of great inspiration to all of us. I, for one, wish

PRESIDENT EISENHOWER WELCOMING A DELEGATION FROM THE TWENTY-SEVENTH CONVENTION OF THE A.A.W.B. IN THE ROSE GARDEN OF THE WHITE HOUSE

Left to right: Fred W. Ave-Lallemant, J. C. McLain, Mrs. Geraldine Rougagnac, Col. E. A. Baker, Miss Dorothy Anderson, Finis E. Davis, Miss Jeanette J. Sills, Miss Julia Lawson, C. C. Kleber, Miss Helen Vargo, President Eisenhower, Dr. Francis J. Cummings, H. A. Wood, Roy Kumpe, Philip N. Harrison, M. Robert Barnett, Maurice I. Tynan, Gordon L. Joyner, Captain M. C. Robinson, Miss Marie Busch, Red Cross Driver.

to thank them and their officers who arranged their meeting in Washington, for by so doing I have been given the privilege to know better such dedicated citizens of this country.

OTHER SPECIAL FUNCTIONS

At a special breakfast held on Tuesday morning, July 14th attended by 150, special guests included: The Honorable Caleb J. Boggs, of Delaware, who addressed the meeting on "The Power of the Organized Voice;" the Honorable J. Allen Frear, Jr., United States Senator from Delaware; the Honorable Herbert J. Warburton, United States Congressman from Delaware; the Honorable J. Percy Priest, United States Congressman from Tennessee; and the Honorable Jennings Randolph, former United States Congressman from West Virginia. During the meeting special tributes were paid and presentations made to:

Miss Adelia M. Hoyt, of Washington, D. C. —oldest member in good standing of the A.A.W.B. (who was presented with an attractive compact); Mr. Maurice I. Tynan, of Washington, D. C.—who has the longest unbroken record of paid membership in the A.A.W.B.—since 1917—(who was presented with a handsome wallet); and Mr. Alfred Allen of New York. who was presented with a handsome braille watch, inscribed "for faithful service to the AAWB".

More than 350 members and guests joined the cruise down the Potomac, on Tuesday evening July 14th.

President Eisenhower received a delegation of 25 members of the AAWB, and spoke to them for some 15 minutes in the Rose Garden of the White House, on Tuesday morning July 14th.

More than 350 sightseers went on a trip to the White House, U. S. Capitol, and Library of Congress (where tea was served) on Wednesday afternoon, July 15th.

More than 400 visited the cocktail party and dance given at the Continental Hotel by the Stand Managers Association of the District of Columbia, on Wednesday evening July 15th.

SPECIAL GUESTS

EDITOR'S NOTE: On Wednesday morning, July 15th, special guests attending were presented to the convention, and each spoke briefly for a few moments. These included:

Mrs. Consuelo Hidalgo of Mexico, now in the United States on a Kellogg Foundation scholarship, studying work for the blind preparatory to returning to Mexico City to become manager of the Braille Printing Plant and Library for the Blind and a related program for the blind, sponsored by the Junior League of Mexico City:

Miss J. Barbara Fraser, formerly teacher in a school for blind children operated by the South Africa General Mission in Lulwe, Nyassaland, Africa, currently in the United States for further training and the while serving as special tutor to two blind twins in North Carolina. Miss Fraser will eventually return to Nyassaland;

Mr. Victor Baltazar of the Philippine Islands, currently in the United States on a U.N. fellowship, studying rehabilitation of the blind, preparatory to establishing rehabilitation services for the blind under the Department of Social Welfare of the Philippines. Mr. Baltazar was accompanied by his bride, who was also presented;

Miss Lilian Latimer (blind) of Georgetown, sister of the late beloved H. Randolph Latimer of Pittsburgh, Pennsylvania, and known with her brother for their long and illustrious careers in the service of their fellow blind.

SPECIAL GREETINGS TO THE CONVENTION

(EDITOR'S NOTE: The following telegram was received and read to the convention:

"It will be deeply appreciated if you will read this message of regret to the members attending the convention. For years I have been the only one representing Johnstown (Pennsylvania) in the past and I was certainly looking forward to doing so this year. How-

ever, it is with much regret that an emergency arose just before my departure though I still have hopes of being with you on July 15th. Since I am unable to be with you in person you can rest assured that I am with you in spirit. I shall in the present as in the past extend any full cooperation to the AAWB and I will continue to do so. In closing I extend my very best wishes for a most outstanding and successful 1953 convention.

Sincerely

Albert H. Opperman

(Chairman of Johnstown Recreation Center for the Blind and President of the Walter G. Holmes Club for the Blind.)"

REGISTRATION STATISTICS

	Members	*Visitors*	*Total*
Alabama	6	—	6
Arizona	1	—	1
Arkansas	14	6	20
California	5	4	9
Colorado	1	—	1
Connecticut	3	5	8
Delaware	11	1	12
District of Columbia	47	45	92
Florida	11	1	12
Georgia	14	—	14
Idaho	—	—	—
Illinois	10	2	12
Indiana	5	4	9
Iowa	3	—	3
Kansas	8	3	11
Kentucky	5	5	10
Louisiana	2	—	2
Maine	1	—	1
Maryland	21	8	29
Massachusetts	4	3	7
Michigan	1	4	5
Minnesota	3	—	3
Mississippi	1	1	2
Missouri	9	2	11
Montana	1	1	2
Nebraska	2	2	4
Nevada	—	—	—
New Hampshire	1	—	1
New Jersey	8	5	13
New Mexico	2	2	4
New York	53	24	77
North Carolina	39	7	46
North Dakota	—	—	—
Ohio	16	5	21
Oklahoma	4	—	4
Oregon	1	—	1
Pennsylvania	53	10	63
Rhode Island	2	1	3
South Carolina	—	—	—
South Dakota	1	—	1
Tennessee	2	1	3
Texas	12	19	31
Utah	3	2	5
Vermont	2	—	2
Virginia	29	55	84
Washington	2	—	2
West Virginia	4	2	6
Wisconsin	2	3	5
Wyoming	—	—	—
Canada	18	7	25
(Alberta	1	—	1)
(British Columbia	1	1	2)
(Ontario	16	5	21)
(Quebec	—	1	1)
Africa	—	1	1
Egypt	—	1	1
Mexico	—	1	1
Philippine Islands	—	2	2
Totals	443	245	688

(The above figures do not include a number of persons present but who did not register.)

IMPORTANT NOTICE!!

"IT HAPPENED HERE"

(Special Recording)

To all AAWB Delegates and Members:

Through the cooperation of Leo Orso, as a public service to the AAWB "It Happened Here," a new technique, is being used in reporting and recording our Twenty-Seventh Convention. High-spots of the Convention addresses, discussions, and reports have been recorded on high fidelity tape; then edited and narrated and presented in documentary form on LONG PLAYING phonograph records (33-1/3 rpm) similar to the method made famous by CBS' Radio.

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**AAWB CONVENTIONS—PRESIDENTS AND SECRETARIES 1905-1953

Year and Place	*President*	Secretary to 1935; thereafter *Secretary-General*
1905 Saginaw, Michigan	Charles H. Jones Hartford, Connecticut	*C. Nevison Roberts College View, Nebraska
1907 Boston, Massachusetts	*Edward G. Nolan Chicago, Illinois	*C. Nevison Roberts College View, Nebraska
1909 Columbus, Ohio	*Edward G. Nolan Chicago, Illinois	C. F. F. Campbell Boston, Massachusetts
1911 Overbrook, Penna.	*E. P. Morford Brooklyn, New York	C. F. F. Campbell Pittsburgh, Pennsylvania
1913 Jacksonville, Illinois	*E. P. Morford Brooklyn, New York	C. F. F. Campbell Pittsburgh, Pennsylvania
1915 San Francisco, Calif.	*Charles W. Holmes Boston, Massachusetts	C. F. F. Campbell Columbus, Ohio
1917 Peaks Harbor, Maine	*Charles W. Holmes Boston, Massachusetts	C. F. F. Campbell Columbus, Ohio
1919 Toronto, Ontario	*H. Randolph Latimer Pittsburgh, Pennsylvania	Charles B. Hayes New York, New York
1921 Vinton, Iowa	*H. Randolph Latimer Pittsburgh, Pennsylvania	Charles B. Hayes New York, New York
1922 Janesville, Wisconsin	*Robert B. Irwin New York, New York	Charles B. Hayes New York, New York
1925 Hudson, Ohio	*Robert B. Irwin . . New York, New York	Robert I. Bramhall Boston, Massachusetts
1927 Atlantic City, N. J.	*Calvin S. Glover Cincinnati, Ohio	Stetson K. Ryan Hartford, Connecticut
1929 Lake Wawasee, Ind.	*Calvin S. Glover Cincinnati, Ohio	Stetson K. Ryan Hartford, Connecticut
1931 New York, N. Y.	*George F. Meyer Minneapolis, Minnesota	Stetson K. Ryan Hartford, Connecticut
1933 Richmond, Virginia	*Herman M. Immeln New York, New York	Stetson K. Ryan Hartford, Connecticut
1935 Louisville, Kentucky	*L. L. Watts Richmond, Virginia	Stetson K. Ryan Hartford, Connecticut
1937 Toronto, Ontario	A. C. Ellis Louisville, Kentucky	Stetson K. Ryan Hartford, Connecticut (Resigned without serving: succeeded by Mrs. Mary E. Ryder, St. Louis, Mo., who resigned in May 1939 and was succeeded by Miss Marjorie Hooper, Louisville, Kentucky)

**AAWB Conventions—Presidents and Secretaries 1905-1953—(*Continued*)

Year and Place	*President*	Secretary to 1935; thereafter *Secretary-General*
1939 Los Angeles, Calif.	*Col. E. A. Baker Toronto, Ontario	Alfred Allen Winnetka, Illinois
1941 Indianapolis, Indiana	*Peter J. Salmon Brooklyn, New York	Alfred Allen Winnetka, Illinois
1943 Columbus, Ohio	*J. Robert Atkinson Los Angeles, California	Alfred Allen Winnetka, Illinois
1945 NO CONVENTION	WORLD WAR II interfered	
1946 NO CONVENTION	DUE TO FIRE IN LASALLE HOTEL CHICAGO, 3 days before convention scheduled to open	
1947 Baltimore, Maryland	*Dr. Francis J. Cummings Wilmington, Delaware	Alfred Allen New York, New York
# 1948 St. Paul, Minnesota	——	——
1949 Boston, Massachusetts	*Francis B. Ierardi	Alfred Allen New York, New York
# 1950 Salt Lake City, Utah	——	——
1951 Daytona Beach, Fla.	*Roy Kumpe Little Rock, Arkansas	Alfred Allen New York, New York
# 1952 Louisville, Kentucky	——	——
1953 Washington, D. C.	*Captain M. C. Robinson Vancouver, British Columbia	Alfred Allen New York, New York

Note:

* Visually handicapped.

** The organization was founded in 1895 under the name Missouri National College Association for the Blind but in 1896 changed its name to the American Blind People's Higher Education and General Improvement Association, continuing to meet annually until 1899 when it voted to meet biennially. In 1905 the convention again voted to change the name, and has since then been called The American Association of Workers for the Blind. Thus under the present name, conventions began with the first in 1905. In 1947, when an amendment to the Constitution was adopted, it was again voted to meet annually, but with elections for officers to continue in odd-numbered years only, for two-year terms.

Thus indicates even-numbered years during which there were no elections.

CONSTITUTION AND BY-LAWS
OF
AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

Adopted July 8, 1947, at Baltimore, Maryland
Amended July 22, 1949, at Boston, Mass.
Amended July 14, 1950, at Salt Lake City, Utah
Amended July 17, 1953, at Washington, D.C.

ARTICLE I

Name

This Association shall be known as The American Association of Workers for the Blind.

ARTICLE II

Purpose

The purpose of this Association shall be to render all possible assistance to the promotion of all phases of work for, and in the interests of, the blind and to the prevention of blindness throughout the whole of the Americas, the Territory of Hawaii, and the insular possessions of the United States.

ARTICLE III

Membership

Section 1. All persons in the Americas, in the Territory of Hawaii and in the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness shall be eligible to membership in this Association. Every applicant for membership shall be approved by two members of the Association in good standing.

Section 2. The membership of the Association shall be classified into the following groups:

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind, and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except those engaged in business enterprise or stand programs.
c. Home teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.)
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind. Administrative heads of publishing houses for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business enterprise and stand specialists.

Section 3. Persons may be elected to honorary membership in the manner provided in the By-Laws.

Section 4. Any member may be declared to be not in good standing by a two-thirds vote of the members of the Association present and voting at any meeting, annual or special, or by a two-thirds vote of the Board of Directors, for cause, of which evidence has been presented, which the Association or Board of Directors deem to be sufficient; and such members may be reprimanded, deprived of privileges of membership, suspended, or permanently dismissed, as may be determined by a two-thirds vote of those present and voting.

ARTICLE IV

Officers

The officers of the Association shall consist of a President, a First Vice-President, a Second Vice-President, a Secretary-General, and a Treasurer, all of whom shall be elected for a term of two years by the members of the Association in good standing. Voting shall be by means of a standing vote and the members shall remain standing until counted. In the event of a contest for the election of any officer, voting shall be by secret ballot, in any manner prescribed by the Board of Directors. The election shall take place not later than four o'clock in the afternoon on the next to the last day of the meetings in odd-numbered years, and said officers shall assume their duties at the conclusion of business on the last day of the meeting at which they are elected. An elected President shall not be eligible to succeed himself.

ARTICLE V

Board of Directors

Section 1. There shall be vested in a Board of fifteen Directors the authority to govern this Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall be composed of the elected officers of the Association, the immediately surviving Past President of the Association, and one member from each of the nine groups set forth in Article III Section 2 hereof, who shall serve for four years, except that the Directors elected from the groups set forth in Article III, Section 2, Sub-sections a through d, shall be continued for two years, with all subsequent elections for a term of four years, and all Directors elected from the groups set forth in Article III, Section 2, Sub-sections e through i shall be elected for four years, and all subsequent elections under Article III, Section 2 hereof, shall be for a term of four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

Section 3. All groups under Article III, Section 2 hereof, shall elect their Chairman and Secretary at each meeting in odd-numbered years, who shall serve until their successors are elected and qualify on the last day of the meeting, as is provided in Article IV.

Section 4. In the event of contests for elections, voting for Board Members and Section officers shall be by secret ballot should the members of the section so desire. A Board member elected by a section shall not be eligible to succeed himself.

ARTICLE VI

Executive Committee

There shall be an Executive Committee consisting of the officers of the Association.

ARTICLE VII

Meetings

Section 1. There shall be an annual meeting of the Association held at such time and place as may be determined by the members at the annual meetings. Notice of same shall be sent out by the Secretary-General at least thirty days prior to the meeting. The time and place for the annual meeting may be changed by the Board of Directors if for good and sufficient reasons it becomes necessary.

Section 2. Upon the request in writing of not less than two-thirds of the members of the Association who at the time are in good standing, the Board of Directors shall order a special meeting to be held, and the Secretary-General shall send out notices thereof under the same conditions as are provided in the case of annual meetings in Section 1 of this Article.

ARTICLE VIII

Amendments

This Constitution may be amended by a two-thirds affirmative vote of those voting; provided however that the proposed amendment has been previously approved by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Secre-

tary-General to each member at least thirty days before the vote is taken.

BY-LAWS

Membership

Section 1. Any eligible person living in the Americas, in the Territory of Hawaii or in the insular possessions of the United States may make application for membership in the Association to the Secretary-General. Every applicant for membership shall be approved by two members of the Association in good standing. Annual dues shall be paid before the applicant can qualify as a member. Upon receipt of satisfactory information as to his major activity, each member shall be enrolled in the group in which he is entitled to membership by virtue of his position, occupation or interest. This procedure when completed will constitute membership in good standing. Any person may be elected an honorary member by the Association or Board of Directors, and have all the privileges of regular membership except that of voting.

Dues

Section 2. (a) Five dollars ($5), the annual dues of membership in the Association, which shall include the annual meeting registration fee, shall be due on the first day of January of each year, beginning on January 1, 1949. Each member paying dues shall receive a copy of the current printed proceedings of the Association. (b) Upon payment at any time of the sum of $100 cash in full, any person otherwise eligible for membership may be enrolled as a Life Member, with all membership privileges and without further payment of annual dues.

Officers

Section 3. Except as otherwise provided in these By-Laws, the duties of the officers shall be such as those prescribed in "Roberts Rules of Order, Revised 1943."

Section 4. Upon the disability, resignation or death of the President, the First Vice-President shall automatically become President for the unexpired term; he shall be eligible for election as President at the next election of Officers.

The Board of Directors

Section 5. At each meeting in odd-numbered years, the Board of Directors shall nominate from the membership the following officers: President, First Vice-President, Second Vice-President, Secretary-General, and Treasurer. Other nominations may be made from the floor. The President shall act as Chairman of the Board of Directors. Power shall be vested in the Board of Directors, in the interim between meetings, to take whatever action it may deem necessary for the government and direction of the Association. The Directors may fill vacancies on the Board for any unexpired term, by electing as a Director a member from that group represented on the Board by the Director whose place has become vacant.

Committees

Section 6. The Executive Committee shall consist of the Officers of the Association, and shall have charge of all matters delegated to it by the Board of Directors. An Auditing Committee of three members, none of whom shall be a member of the Board of Directors, shall be appointed by the President on the opening day of each annual meeting to audit the accounts of the Treasurer and to report to the Association before the close of the meeting. All other Committees shall be appointed by the President and members shall serve at the pleasure of the President unless otherwise ordered by the Association or by the Board of Directors. Subject to the approval of the Board of Directors, such committees as may be appointed shall be empowered to sit with members of similar committees of the American Association of Instructors of the Blind, as members of such Joint Committees representing the American Association of Workers for the Blind and the American Association of Instructors of the Blind as may be constituted through parallel approval of the American Association of Instructors of the Blind.

Elections

Section 7. On the second day of each meeting in odd-numbered years the members of each group there present and entitled to do so shall elect one of their own number to

represent the group on the Board of Directors, and shall certify the result of the election to the Secretary-General in writing. Except where elsewhere provided, the method of voting shall be as provided in "Roberts Rules of Order, Revised 1943." The Secretary-General shall furnish to each group a list of the members in good standing entitled to vote therein. No member shall be permitted to vote in more than one group.

Disbursements

Section 8. All income of the Association shall be received and receipted for by the Secretary-General. He shall, not later than the fifteenth day of each month, pay over to the Treasurer all income received by him during the previous month, taking the Treasurer's receipt therefor. The treasurer shall keep the funds of the Association in some convenient bank approved by the President. All funds shall be paid out on voucher checks in form to be prescribed by the Board of Directors, signed by the Treasurer and counter-signed by the President or a Vice-President. The fiscal year shall be from July first through June thirtieth.

Parliamentary Authority

Section 9. This Association, except as otherwise provided in its Constitution and By-Laws, shall be governed in all its meetings by parliamentary law as contained in "Roberts Rules of Order, Revised 1943."

Quorum

Section 10. At any annual or special meeting of the Association one-fourth of the members in good standing shall constitute a quorum. At any meeting of the Board of Directors, a majority of the Directors shall constitute a quorum.

Amendments

Section 11. These By-Laws may be amended at any annual meeting by a two-thirds affirmative vote of those voting; provided, however, that the proposed amendment has been previously approved of by the Board of Directors, or proposed in writing and signed by twenty-five members in good standing, and provided also that the same information has been mailed by the Secretary-General to each member at least thirty days before the vote is taken.

MEMBERSHIP ROSTER

MEMBERSHIP ROSTER—1953

Key to Classification

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except Business Enterprise Specialists.
c. Home Teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind. Administrative heads of publishing house for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business Enterprise Specialists for the blind.

Explanation of Symbols

¶Deceased.
*Visually handicapped.
‡Present and registered at Washington Convention.
†Honorary Member.

ABEL, Georgie Lee (f)
Educational Consultant, American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

*ADAMS, Charles (a)
Shop Foreman, Wilkes-Barre Branch, Pennsylvania Association for the Blind, 35 East Union Street, Wilkes-Barre, Pennsylvania.

‡ALLEN, Alfred (f)
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‡*ALLEN, Mrs. Alfred (d)
c/o American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

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Superintendent, Halifax School for the Blind. Murdock Square, Halifax, Nova Scotia.

¶*ALLEN, Murray B. (d)
1993 South Third East, Salt Lake City 4, Utah.

‡*ALLEN, W. E. (g)
Superintendent, Texas School for the Blind, West 45th Street, Austin, Texas.

‡*ALLENSWORTH, Carl (d)
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‡*ALTICE, Mildred (c)
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Bookkeeper, Washington County Branch, Pennsylvania Association for the Blind, 254 North Main Street, Washington, Pennsylvania.

*AMES, William D. (a)
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‡ANDERSON, Christine (c)
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‡*ANDERSON, Dorothy K. (c)
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*BALL, Mrs. Ralph (c)
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‡*BRASWELL, Mack E. (d)
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‡*BRASWELL, Mrs. Mack E. (d)
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‡WISE, O. F. (e)
State Supervisor, Vocational Rehabilitation Division, 416 Monroe Street, Montgomery, Alabama.

‡WISHARD, Elizabeth (h)
Head of Library Service for Blind, Indiana State Library, 140 North Senate, Indianapolis, Indiana.

*WOLFGANG, Reverend Ralph (d)
Member, Executive Committee, Vice-President, Blair Centre Branch, Pennsylvania Association for the Blind, 1009 Chestnut Avenue, Altoona, Pennsylvania.

‡WOOD, H. A. (e)
Executive Secretary, North Carolina State Commission for the Blind, 303 West Martin Street, Raleigh, North Carolina.

†*WOOD, L. M. (d)
President, Canadian National Institute for the Blind, 186 Beverley Street, Toronto 2B, Ontario.

*WOOD, Theresa (c)
Home Teacher, Brooklyn Bureau of Social Service, 285 Schermerhorn Street, Brooklyn, New York.

‡*WOOD, W. S. (b)
Placement Counselor, State Commission for the Blind, 519A M and M Building, Houston, Texas.

‡*WOODRING, Jessee (b)
Supervisor of Prevocational Training, Minneapolis Society for the Blind, 1936 Lyndale S., Minneapolis, Minnesota.

‡*WOODS, P. J. (a)
Executive Director, Metropolitan Atlanta Association for the Blind, 293 Sunset Avenue, N.W., Atlanta, Georgia.

‡WOOLY, J. M. (g)
Superintendent, Arkansas School for the Blind, 2600 West Markham, Little Rock, Arkansas.

‡WORDEN, Mrs. Helen (e)
Executive Secretary, Rhode Island Association for the Blind, 39-49 Arcade Building, Providence 3, Rhode Island.

‡WORTS, Grace (f)
Assistant to the Managing Director, Canadian National Institute for the Blind, 186 Beverley Street, Toronto 2B, Ontario.

WOUNDERLY, Mrs. Florence (a)
Supervisor of Training and Production, Berks County Association for the Blind, 34 North 8th Street, Reading, Pennsylvania.

‡WRENCH, Frank A. (b)
Chief, Rehabilitation Service, Virginia Commission for the Blind, 3003 Parkwood Avenue, Richmond 21, Virginia.

‡WRENCH, Mrs. Frank (d)
State Advisory Nurse, 3400 Moss Side Avenue, Richmond, Virginia.

‡WRIGHT, Mrs. Zoe H. (h)
Head, Processing Division for the Blind, Library of Congress, Washington 25, D. C.

WRIGLEY, James (a)
Sales Manager, Pittsburgh Branch, Pennsylvania Association for the Blind, 308 South Craig Street, Pittsburgh, Pennsylvania.

*YEAMAN, Jack M. (e)
Acting Director, Division of Deaf and Blind, State Department of Education, Cheyenne, Wyoming.

‡*YODER, Norman (b)
District Supervisor, Rehabilitation Services for the Blind, Oak and Ninth Street, Columbus, Ohio.

‡*YOUNG, Aletha L. (c)
Home Teacher, Board of Industrial Aid and Vocational Rehabilitation for the Blind, 536 West 30th Street, Indianapolis 23, Indiana.

YOUNG, W. R. (b)
Director of Rehabilitation, Florida Council for the Blind, 918 Tampa Street, Tampa, Florida.

*YOUNGMAN, Richard W. (b)
Merchandise Representative, Florida Council for the Blind, 918 Tampa Street, Tampa 2, Florida.

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for the Blind, 308 South Craig Street, Pittsburgh, Pennsylvania.

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ZEIGLER, Harry F. (d)
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‡*ZERR, Mrs. Dorothy S. (b)
Field Representative, Philadelphia Branch, Pennsylvania Association for the Blind, 100 East Price Street, Philadelphia 44, Pennsylvania.

‡*ZERR, George (b)
Rehabilitation Training Specialist, Delaware Commission for the Blind, 305 West 8th Street, Wilmington 22, Delaware.

‡ZIEMER, Dr. Gregor (f)
Director of Public Education, American Foundation for the Blind, 15 West 16th Street, New York 11, New York.

ZIMMERMAN, Harold R. (d)
Chairman, Committee on Blind Activities, Daytona Beach Lions Club, Post Office Box 207, Daytona Beach, Florida.

‡ZIMROT, Efraim (h)
Psychometrist Instructor, Industrial Home for the Blind, 520 Gates Avenue, Brooklyn 16, New York.

ZISETTE, Robert (d)
Board Member, Philadelphia Branch, Pennsylvania Association for the Blind, 100 East Price Street, Philadelphia 44, Pennsylvania.

ZWIERZANSKI, William John (d)
Lucky Clover Rabbit Farm, Belle Mead, New Jersey.

MEMBERSHIP—1953

	New	*Renewals*	*Total*		*New*	*Renewals*	*Total*
Alabama	3	8	11	New Jersey	3	9	12
Arizona	1	4	5	New Mexico	—	2	2
Arkansas	5	17	22	New York	25	73	98
California	1	24	25	North Carolina	40	13	53
Colorado	—	5	5	North Dakota	—	1	1
Connecticut	1	8	9	Ohio	2	24	26
Delaware	5	13	18	Oklahoma	1	5	6
District of Columbia	32	*25	57	Oregon	—	2	2
Florida	9	30	39	Pennsylvania	147	72	219
Georgia	6	14	20	Rhode Island	1	3	4
Hawaii	2	—	2	South Carolina	—	2	2
Idaho	—	1	1	South Dakota	—	2	2
Illinois	2	36	38	Tennessee	4	6	10
Indiana	3	6	9	Texas	23	24	47
Iowa	2	3	5	Utah	—	5	5
Kansas	5	10	15	Vermont	—	4	4
Kentucky	—	6	6	Virginia	16	17	33
Louisiana	1	6	7	Washington	—	5	5
Maine	1	—	1	West Virginia	1	4	5
Maryland	10	13	23	Wisconsin	3	4	7
Massachusetts	2	24	26	Wyoming	—	1	1
Michigan	4	9	13	Canada	8	*54	62
Minnesota	1	9	10	Cuba	1	—	1
Mississippi	1	—	1	Guatamala	1	—	1
Missouri	4	22	26	Panama	1	—	1
Montana	1	2	3	Porto Rico	1	—	1
Nebraska	—	4	4				
Nevada	—	1	1	Total	380	635	1015
New Hampshire	—	3	3				

* Includes 1 Honorary Life Member

Group Membership

Group A	130	G	54
B	161	H	53
C	211	I	28
D	253		
E	49	Total	1015
F	76	(As of August 21, 1953)	

DIRECTORY OF

NATIONAL AGENCIES FOR THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ALFRED ALLEN, *Secretary-General*
c/o American Foundation for the Blind, Inc.
15 West 16th Street, New York 11, New York

OFFICERS (1953-1955)

Captain M. C. Robinson, Vancouver, B. C., *President*
Joseph F. Clunk, Philadelphia, Pennsylvania, *First Vice-President*
Hulen C. Walker, Washington, D. C., *Second Vice-President*
Alfred Allen, New York, New York, *Secretary-General*
Julia Lawson, Austin, Texas, *Treasurer*

Founded in 1895 as the Missouri National College Association, changed in 1896 to The American Blind People's Higher Education and General Improvement Association, the organization took its present name in 1905—the American Association of Workers for the Blind.

The purpose of the Association is "to render all possible assistance to the promotion of all phases of work for, and in the interest of, the blind, and to the prevention of blindness, throughout the whole of the Americas, the Territory of Hawaii and the insular possessions of the United States."

All persons in the Americas, the Territory of Hawaii and the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness are eligible to membership in the Association. The membership is divided into nine sectional groups of specific interests for the purpose of representation on the Board of Directors of the Association, and for round-table discussions. The Association is maintained by individual membership dues of $5 annually payable in January. Annual conventions are held, usually in June or July. All members receive a printed copy of the published proceedings of conventions.

The authority to govern the Association, by directing its policies and operations in all matters relating to the purpose for which it has been formed, is vested in a Board of fifteen Directors, composed of the five elected officers, the immediate Past President and one representative from each of the sections.

Various standing committees of the Association may work jointly with corresponding committees of the American Association of Instructors of the Blind, and with the American Foundation for the Blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

EGBERT N. PEELER, *Secretary-Treasurer*

c/o North Carolina School for the Blind and Deaf
Raleigh, North Carolina

OFFICERS AND DIRECTORS (1952-1954)

DR. NEAL F. QUIMBY, Alamogordo, New Mexico, *President*
JOHN C. LYSEN, Faribault, Minnesota, *First Vice-President*
ROBERT H. THOMPSON, St. Louis, Missouri, *Second Vice-President*
EGBERT N. PEELER, Raleigh, North Carolina, *Secretary-Treasurer*
JOSEPH J. KERR, Philadelphia, Pennsylvania
MRS. BLANCHE DOUGHERTY, Muskogee, Oklahoma
WILLIAM T. HEISLER, Staunton, Virginia
DONALD W. OVERBEAY, Vinton, Iowa
MISS LILLIAN RICKS, Talladega, Alabama

Founded in 1853 as the American Instructors of the Blind, the Association held its second meeting in 1871, and the next in 1872, at which time its name was changed to the present form. Meetings have been held biennially, with one or two exceptions, since that time, on the even years, usually in June. Conventions are usually convened at the various schools for the blind, on invitation, the time and place being determined by the Board of Directors. Membership is open to any who are interested in the education of visually handicapped children.

The distribution of the Proceedings of the Association is made upon a pro rata basis arranged for in the By-laws, and the Board of Directors is directed to provide for the sale of additional copies at cost to members or others as desired, and for the gratuitous distribution to honorary and corresponding members, college and public libraries in the United States and Canada, institutions for the blind in foreign countries, and to such other organizations as in their judgment shall be so complimented.

The Association concerns itself with all problems relating to the education of the blind. In addition to its deliberations at the biennial conventions of the whole Association, special committees engage in constant research in such fields as Braille, vocational guidance, teacher certification, school curricula, etc.

AMERICAN BIBLE SOCIETY

450 Park Avenue, New York 22, N. Y.

OVER A CENTURY OF SERVICE TO THE SIGHTLESS

Beginning in 1835, the American Bible Society has continued increasingly to bring the Bible to the Blind in each system of embossed reading as it came into use.

During its 118 years, the Society has distributed the Scriptures to the sightless in 36 languages and systems.

The Bible Society has always supplied the embossed Scriptures and Talking Book records at a very small fraction of their cost and often as a full donation to the Blind.

For full information concerning

THE BIBLE
- in Braille Grade 1½
- in Braille Grade 2
- in the Moon system
- on Talking Book records

A BRAILLE CONCORDANCE

please write to American Bible Society, BLIND DEPARTMENT, 450 Park Avenue, New York 22, N. Y.

AMERICAN FOUNDATION FOR OVERSEAS BLIND

Chartered in 1919

22 West 17th Street, New York 11, N. Y.

The American Foundation for Overseas Blind, successors to the American Braille Press for War and Civilian Blind which was founded in World War I, has since maintained an uninterrupted service to the blind. Its income is derived from endowments, contributions, special appeals and from the non-profit sale of special appliances to organizations and blind individuals.

A field headquarters is maintained at 14 Rue Daru, Paris, France, where special apparatus including braille printing machinery, braille typewriters and slates, games and embossed maps are manufactured. Training courses are held for braille music transcribers and a monthly French-language magazine is published. Office accommodations and other services are granted to several national and international organizations providing services to the blind.

Its purpose is to expand the field of opportunity for blind persons throughout the world by assisting in the establishment of special services where they do not already exist and progressive improvement of standards in all other areas. The methods by which this purpose is achieved include:

1. The provision of special educational equipment for schools for the blind, vocational aids for workshops and training centers, material for library services, and specially designed recreational and domestic appliances.

2. The establishment of printing plants for the manufacture of braille text books, journals, magazines, general literature and assistance towards the wide distribution of such literature at prices the blind can afford.

3. Giving counsel and guidance to governmental and private agencies for the blind abroad concerning the modernization and improvement of their services through the introduction of up-to-date techniques. Such counsel is given by visiting members of its staff, the provision of professional literature or by the introduction of demonstration projects.

4. Maintaining a vital sight-saving and welfare service for the blind in Formosa to convince governments and peoples of trachoma-ridden countries that the disease can be eliminated.

5. The grants of study fellowships and courses of observation to workers for the blind in underdeveloped areas who wish to become familiar with general or specific aspects of work in more advanced countries.

6. Co-operation with the United Nations, its specialized agencies and other international organizations with a view to assisting governments throughout the world to improve educational, working and living conditions for their blind citizens.

To prevent duplication and to assist indigenous workers to operate their own programs the American Foundation for Overseas Blind channels its services to the blind through local agencies, committees or governmental departments.

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

THE AMERICAN FOUNDATION FOR THE BLIND is a national private agency whose purpose is to promote increasingly and uncompromisingly the interests of the blind. It is principally maintained by the Helen Keller Endowment Fund, contributions from interested patrons and grants from other research foundations.

Among its activities are: Research; Consultation services; Special service to blind individuals; Publications; Library service; Scholarships and fellowships; Professional development.

RESEARCH ACTIVITIES. Studies in the education and rehabilitation of the blind, in vocations for the blind, in statistics and legislation affecting the blind, and in other subjects relating to the improvement of services for the blind.

Development of mechanical appliances used by the blind, including continued improvement of recorded literature for the blind.

CONSULTATION AND FIELD SERVICE. Comprehensive information and the advice of experienced workers is available to agencies and schools for the blind on education, community planning, home teaching, vocational rehabilitation, the deaf-blind, the war-blinded, the preschool blind child, special aids and appliances and other phases of work for the blind.

Assistance to state and community agencies in presenting the needs of the blind to government officials, legislators, and the public; organization of new activities on behalf of the blind where needed; surveys in which an evaluation is made of existing services to blind adults and children, and, when necessary, recommendations made for improvement of such services.

SPECIAL SERVICES TO BLIND INDIVIDUALS. Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of braille dial watches and other tools and aids for the blind at cost.

PUBLICATIONS. Publications of special interest to workers for the blind and to the blind: *The New Outlook for the Blind,* in braille and inkprint; *Talking Book Topics,* in inkprint and recorded form; the *Braille Book Review* in braille; and *Touch and Go,* in braille for the deaf-blind; *Directory of Activities for the Blind in the United States and Canada* (biennially).

Other books and pamphlets of professional interest to workers for the blind.

LIBRARY SERVICE. Facilities of a reference and lending library containing more than 10,000 inkprint books, pamphlets, and manuscripts relating to the blind and their welfare are available to students of work for the blind.

SCHOLARSHIPS AND FELLOWSHIPS. A limited number of scholarships is offered each year to blind students in professional schools and institutions of higher learning.

Fellowships are offered to encourage research, and to recruit trained personnel for professional positions.

PROFESSIONAL DEVELOPMENT. Development of professional training through promotion of institutes and workshops for personnel of agencies for the blind; summer courses for teachers of blind children and for workers with the blind.

A National Personnel Service which aids qualified personnel to secure appointments in work for the blind, and schools and agencies for the blind to obtain qualified staff members.

AMERICAN PRINTING HOUSE FOR THE BLIND

Chartered in 1858

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and in 1858 Kentucky chartered the American Printing House for the blind. It is the oldest national institution for the blind in this country and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the nearly 6600 blind children enrolled in the public institutions and classes for the blind in the United States and its territories. For this purpose, Congress provides an annual appropriation which is used to provide free schoolbooks and tangible apparatus for all of the public education institutions for the blind. The appropriation for the 1953-1954 fiscal year amounted to $185,000.

For the over 30,000 adult blind readers, the Printing House provides in Braille and on Talking Books a wide range of literature which includes 55 periodicals. *The Reader's Digest,* reprinted each month both in Braille and on Talking Book records, has been acclaimed by the blind as one of the greatest contributions to literature for the blind.

Besides being the official schoolbook printery, the Printing House prints books and periodicals for organizations which provide free literature for the blind. Many agencies have found this cheaper and more satisfactory than doing the work in their own establishments.

The Printing House maintains a complete Talking Book department for manufacturing the Talking Book records through all of the processes, from wax recording to the pressing of the discs. This department provides the necessary facilities to enable the institution to supply the requirements of the blind for recorded literature.

The Printing House also manufactures and distributes books in large type for the children in our schools and classes for the blind who have enough useful vision to read this type of book and who should not be educated with Braille. There is rapidly being built up an adequate catalog of textbooks and other educational materials in large type to parallel the Braille textbook catalog.

For a number of years, the Printing House has cooperated with agencies in foreign countries which do not have publishing facilities for the blind by accepting students from these countries and training them in the Braille printing trade, with a view to their returning to their respective countries and setting up adequate Braille presses for their own people.

Special printing presses, embossing machines, sectional maps, Braille writing-frames, arithmetic slates, geometric forms, a geometry board, Braillewriters, Talking Book reproducers, peg boards for kindergarten, frames for writing longhand, sentence boards and other educational aids have been designed and built here. This original material has profoundly influenced the art of instructing the blind in this and other countries.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue, Los Angeles 29, California

Phone: OLympia 1121

The Braille Institute of America, Inc., was established in September 1919 as an unincorporated, non-profit agency under the name, Universal Braille Press, devoted primarily to the sponsorship of literature in raised print for the blind.

Ten years later, on September 30, 1929, it was chartered under the laws of the State of California as a nation-wide, non-profit, non-sectarian institution, devoted to the social and economic welfare of the nation's blind, without respect to race, color or creed.

Through these years, the Braille Institute has gradually expanded its welfare service to include the following major activities:

SOCIAL WELFARE—Training in personal and social adjustment. Assistance with needs arising from blindness, including loan or donation of appliances. Case work. Free radio service.

HOME TEACHING—Free home instruction in reading and writing raised print, handicraft, home-making, typing, orientation, including foot travel.

RECREATIONAL AND EDUCATIONAL CLASSES—Recreation, fellowship and educational opportunities for the blind and partially sighted covering a wide variety of fields, including many types of handicrafts, Braille, personality improvement, creative writing with a commercial objective, ceramics, book reviews, choral singing, bridge classes, typing, Spanish, cooking, social and square dancing.

REHABILITATION AND ORIENTATION—Training in foot travel and practical everyday skills necessary for comfortable living and readjustment; assistance in enlarging economic opportunities; non-interest bearing loans for qualified business projects.

LIBRARY—Braille books, periodicals and "Talking Book" records . . . Free circulation of books and magazines in Braille and long-playing phonograph records, styled "Talking Books," to the blind of Southern California and Arizona, by assignment of The Library of Congress.

PRINTING DEPARTMENT—Non-profit publication of books and magazines in Braille and Moon types sponsored by Braille Institute or others, including Webster's Dictionary (Grade 1½) 33 volumes (abridged) self-pronouncing; Cook Book (Grade 1½) 2 volumes; Braille Mirror (Grade 2), a monthly current topic magazine.

THE BIBLE IN BRAILLE—The first edition of the King James Version of the Bible to be reprinted in Revised Braille (Grade 1½), 21 volumes, was published by Braille Institute during the period of 1919-24, since when more than 30,000 volumes of the Bible have been distributed throughout the English-reading world.

The bulk of this distribution has been free to the blind. To the blind who could pay something and expressed a desire to do so, a special price was made, far below the non-profit cost of printing and binding, with none of the plate cost being amortized therein.

In 1946, the Braille Institute published the complete New Testament, in Grade 2 (5 volumes), following the Revised Standard Version, copyrighted in that same year.

On October 28, 1952, permission was granted to reprint in Braille, Grade 2, the Old Testament, following the Revised Standard Version, copyrighted in 1952. Work on the Braille plates is in process and it is expected that the Old Testament, complete, will be ready for distribution by the end of 1953. As these plates are finished, volumes will be printed and distributed free to the blind or at prices below the non-profit cost, to the extent funds make this possible. This version of the Bible will form 20 volumes.

RESEARCH—Engineering and development of appliances for the blind, such as a Braille typewriter and a longhand script guide.

. . . . . .

Completion in 1953 of a new Recreational Unit which includes an auditorium with stage facilities and a seating capacity of 500, or 300 at tables, at an approximate cost of $175,000 equipped for occupancy, has made possible the expansion of the foregoing activities and recreational program, which for the past seven years has been conducted in borrowed quarters because of inadequate facilities at headquarters.

. . . . . .

The Braille Institute is maintained by bequests, endowments, gifts, voluntary contributions from the public and by membership dues ranging from $5 to $100 a year, with life memberships at $1,000.

THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

1790 Broadway, New York 19, New York.

The National Society for the Prevention of Blindness is engaged in a program to eliminate preventable loss of sight. Its objects are:

1. To ascertain through study and investigation any causes which may result in blindness or impaired vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

The Society's preventive program for both children and adults is carried out through field work, publications, statistical service, personal interviews and all means of public education. It coordinates its work with that of other organizations in all phases of saving sight. Grants are made for basic and clinical research in the blinding eye diseases. Literature, exhibits, lectures, charts and staff consultation in sight-saving projects are available on request. It publishes the following periodicals: *Sight Saving Review,* quarterly, $2.50 a year; *Prevention of Blindness News,* published four times a year, sent free upon request; *Wise Owl News,* (for industry) published four times a year; and Annual Report.

The Canadian National Institute for the Blind

REHABILITATION The C.N.I.B. has the facilities to give every type of known beneficial service to the more than 20,000 blind in the Dominion of Canada, from the pre-school age child to the oldest blind adult.

HOME TEACHING Over 40 specially trained home teachers, blind themselves, go to the homes of blind persons to give instruction in handicrafts, touch reading, general household management, and to encourage and help the newly blind to meet their problems with fortitude.

EMPLOYMENT Workshops are operated for blind persons requiring or desiring work with special facilities; supervised occupational employment is available to the aged or others unable to work full time and many blind men and women are employed in staff positions and in the management of stands operated by the C.N.I.B.

PLACEMENT IN GENERAL INDUSTRY The employment department places and continually supervises many hundreds of blind men and women working in general industry throughout Canada.

LIBRARY AND PUBLISHING The C.N.I.B., through its library, supplies all up-to-date talking book records, Braille and Moon type books to the blind of Canada without charge and publishes monthly magazines and special textbooks.

RESIDENTIAL, RECREATIONAL AND SERVICE CENTRES Through the construction of specially designed buildings with residential accommodation for 30 or more, teaching and training rooms and recreational facilities, the C.N.I.B. is bringing to the blind of Canada the most modern service facilities possible. Some 12 of such buildings have now been completed with a number of others planned.

PREVENTION OF BLINDNESS In addition to the complete programme of services for the blind, the C.N.I.B. maintains a constructive prevention service, arranging eye care and glasses for those in danger of losing their sight and provides Canada-wide publicity on the importance of conservation of sight through preparation of films, pamphlets and general education programmes.

There are 45 offices of the C.N.I.B. throughout Canada to which the blind may call or write for any type of service or assistance desired.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

Lewis M. Wood, C.B.E.
President.

E. A. Baker, O.B.E.,
Managing Director.

186 Beverley Street,
Toronto 2B.

THE CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln, Nebraska

The Christian Record Benevolent Association was founded in 1899 and dedicated to the embossing and distribution of religious literature for the blind. The corporation is administered by a Board of Trustees, elected biennially, and is supported in its work by public contributions and the income from endowment investments. At the present time the Association is providing the following free services:

Publications

The Christian Record, a monthly non-sectarian religious journal of fifty-six pages in both Braille, grade 1½, and New York Point.

Bible Expositor, a forty-page monthly topical journal issued in both Braille, grade 1½ and the New York Point.

Sabbath School Monthly, a monthly journal of approximately forty pages providing a weekly series of Bible lessons, issued in Braille, grade 1½.

Life and Health, a fifty-six page Braille, grade 1½, edition of the national ink-print health journal published in Washington, D. C.

Children's Friend, a twenty-eight page monthly journal, Braille grade 1½, for the junior level. It is a compilation of religious, moral, and character-building non-sectarian stories.

Correspondence Course

The Association brailles and distributes the internationally known Voice of Prophecy Bible Correspondence Course.

Library

A free lending library of several hundred Braille and Point volumes is maintained.

Talking Books

During recent months the Association has begun the recording of a series of devotional and inspirational Talking Books for distribution to the public through the regional branches for the blind of the Library of Congress. Thus far four volumes, *Thoughts from the Mount of Blessing, Steps to Christ, Alone with God,* and *Prophecy Speaks,* have been made available for reading purposes.

CLOVERNOOK HOME FOR THE BLIND
CINCINNATI LIBRARY SOCIETY FOR THE BLIND

Cincinnati 31, Ohio

The Cincinnati Library Society for the Blind was founded by Georgia D. and Florence B. Trader in 1901. The books were deposited in the Public Library, Cincinnati and the Librarian and attendants were paid by them. This Society outgrew the space allotted for the books, so in 1934 they were taken to Clovernook and housed on the second floor of the shop building. There are 1,412 active readers and the circulation is about fifty thousand books and magazines each year. The collection consists of 35,133 Braille books, Music and Magazines and 76,328 Talking Book records.

The examination of the children's eyes in the Public Schools was started in 1904.

In 1905 classes for Blind children in connection with the Public Schools were opened through the efforts of Georgia D. and Florence B. Trader. There is a class for totally blind children and other classes for conservation of vision.

Clovernook Home for the Blind was founded in 1903 by Georgia D. and Florence B. Trader. Clovernook was the former home of the poet sisters, Alice and Phoebe Cary. It is an Industrial Home for forty women. It consists of a tract of 29 acres—two dwellings and a two-story shop approximately one hundred feet square—besides farm buildings and a large garage.

The shop provides a weaving and printing department. The weaving department contains ten looms and the women weave rag rugs, woolen blankets and other articles.

In the printing department the blind girls do the Braille stereotyping on zinc plates—taking dictation from the dictaphone—proof-reading, collating, sewing of the books—wire stitching of the magazines on power machines, make up the shipping boxes and pack the books. They are busy seven hours a day, five days a week.

GUIDE DOG FOUNDATION FOR THE BLIND, INC.

Administrative Offices
One Continental Ave.
Forest Hills 75, N. Y.
O. L. Larsen
Exec. Director

Training Center
Smithtown Branch, N. Y.
W. P. Holzmann
Dir. of Training

The Guide Dog Foundation for the Blind, Inc. was incorporated under the membership corporation laws of the State of New York in February of 1949. The purpose of the organization is to train Guide Dogs and to instruct their masters in their use and care. The Foundation is governed by a Board of Directors. The organization recognizes a continuing obligation to the dog and conducts periodic inspections and renders whatever services are indicated. All services are provided without any cost to the recipients.

THE HADLEY SCHOOL FOR THE BLIND

National School of Tuition Free Home Study Courses for the Blind

Incorporated (1922) Under Illinois State Charter Not for Profit

620 Lincoln Avenue

Winnetka, Illinois

The Hadley School offers 70 home-study courses, beginning with a few elementary-school subjects, which lead to a full four-year high school program, plus some university work. A special beginner's course in learning to read Standard English Braille is available to applicants who do not know the system. A review of braille and a course in the writing of grade two braille are also offered.

The School maintains a braille lending library that supplies Hadley students with all textbooks and study guides needed for their courses.

The School employs a staff of experienced teachers and braillists, who give each student individualized instruction, through personal letters written in braille and giving corrections, comments and helpful suggestions on each report submitted by the student as he proceeds from lesson to lesson.

The Hadley library lends the braille and talking book editions of *The Reader's Digest* to many of its students, and to other readers.

Typewriting, Business Correspondence, and Braille Shorthand are popular courses. Next to Braille, English is most in demand. English courses range from elementary studies to a special creative writing program for students interested in writing as a hobby or as a vocation. For these students the School publishes a braille edition of the "Handy Market List" from the pages of *Author & Journalist* magazine.

Through a coordinated arrangement with the Home-Study Department of the University of Chicago, the Hadley School offers in braille selected college courses offered by the University. This plan includes the brailling and lending of all University textbooks and study materials. The Hadley School also transcribes all brailled lesson-reports into typewritten form and sends the typed copy to the University of Chicago. As each corrected report is returned to the Hadley School, the University instructor's comments are brailled in the form of a personal letter, which is sent to the student along with his original report. English 101, 103, and 282 and Psychology 201, each offering approximately three semester-hours of college credit, are now available. As a special aid to students of Psychology 201 the Hadley School lends a series of three-dimensional biological models in unbreakable plastic, with full description and explanation in braille.

All Hadley courses are given without cost to the student. Some Hadley students contribute, but this is not required. For the college courses, the University of Chicago charges blind students 50% of the regular tuition, and this charge is paid to the University through Hadley Scholarships, which are granted to students who qualify.

Application for enrollment in the Hadley School may be made at any time throughout the year. The School serves more than 1,000 persons annually.

A braille or ink print bulletin, listing and describing all Hadley courses and giving information about the School, will be furnished on request.

HOWE PRESS OF PERKINS INSTITUTION

Watertown 72, Mass.

Ever since 1832 the embossing of books for the blind and the manufacture of special appliances has been carried on by the Perkins Institution for the Blind. The first director, Dr. Samuel Gridley Howe personally raised special funds for this purpose. After his death his successor Mr. Michael Anagnos raised an endowment fund and established the Howe Memorial Press in 1882. Now located on the school campus in Watertown, Mass., the Howe Press continues to carry out the work which Dr. Howe began.

Printing Braille Books. The bulk of our work is adult literature for the Library of Congress. In addition, text books, testing material, and music embossed for Perkins Institution are made available at cost to anyone needing them. We publish several reading aids for adult beginners. Price lists and music catalogues are available in print and braille.

Maps. Embossed paper maps, both historical and geographical are for sale. The Braille Map Quarterly, which deals with a current news event, is sent free to braille readers anywhere in the world.

Appliances. These are mostly educational devices including braille writers, braille shorthand writers, and a variety of braille slates. We also manufacture some mathematical instruments, and room thermometers. Price lists are available, and a bulletin describing the Perkins Brailler.

Games. These include brailled playing cards, specially designed sets of chess and checkers, interlocking dominoes, chinese checkers, and anagrams. Also a special slate for brailling your own playing cards.

Equipment. Stereotyping and braille printing equipment is made primarily for our own use but is also manufactured to order. Used equipment is sometimes available.

Machine Shop Facilities. A modern tool-making and machine shop has been established recently to take care of the new Perkins Brailler. These facilities are adequate for the development and manufacture of new mechanical devices for the blind.

THE JEWISH BRAILLE INSTITUTE OF AMERICA

101 West 55th Street, New York 19, N. Y.

The Tercentenary of American Jewry in 1954 will pay tribute to the network of non-sectarian health and welfare institutions throughout the United States under Jewish auspices, which serve both the Jewish and non-Jewish community as the contemporary expression of a three-centuries old social vision. This philosophy has had a unique projection in work for the blind where there was a particular need for a national voluntary institution supported by the public, to complement the work of local general social service agencies for the blind with a distinctive Jewish program. It is in fact a dual program, devoted to the intellectual, cultural and religious welfare of the Jewish blind, and at the same time projecting an understanding of the meaning of Judaism and an informed awareness of the truth in regard to the Jewish people, religion and heritage for both the Jewish and non-Jewish blind.

To that end the Jewish Braille Institute was founded in 1931 by Leopold Dubov with the aid of the National Federation of Temple Sisterhoods of the Union of American Hebrew Congregations. In that year the first issue of the *Jewish Braille Review* appeared to begin a literary venture unique in the history of the Jewish blind under the continuous inspiration and editorship of Mr. Dubov for more than two decades. Designed to bring to the Jewish blind the store of Jewish knowledge, scholarship, literature, religion and contributions to civilization—all inaccessible to them before its appearance, "L.D." made the *Review* a literary and religious magazine for *all* the blind and a free forum for intellectual thought and opinion.

In recognition of a growing necessity for books of Judaica and Jewish interest, in 1932 Mr. Dubov and the Temple Sisterhoods established the free specifically Jewish Braille Library—the only one in the world—whose volumes circulate around the globe.

In 1940 the editor of the JBR conceived of the International Literary Competitions for the Blind of All Faiths to stimulate the writing talent of the blind. They have shown the blind to possess a share of the wealth of the cultivated mind and the literary talent to express themselves. In 1943, with the blessing of Dwight Eisenhower, Mr. Dubov organized the Louis Braille Blood Donors.

In 1950 the Jewish Braille Institute realized a long and devoutly cherished dream—the publication of the Hebrew Braille Scriptures—the only edition of the Old Testament in its sacred Hebrew text, now available to the blind under their fingertips. This itself required the formation of an Interational Hebrew Braille Code which was created under the sponsorship and guidance of the Institute.

In 1942 the Institute established the bi-monthly *Braille Musician* as a non-sectarian service to meet a vital need among professional and amateur blind musicians both here and abroad. After a decade of publication the Institute decided for the greater good of the musical blind to relinquish this project, convinced that it deserved to be the base of an expanded, total integrated music program whose manifold activities were beyond the basic aims of the Institute. Now, the *Braille Musician,* which the Institute brought into being and in which it has a proud paternal interest, is published under the auspices of the Louis Braille Music Institute of America, Inc.

Today the Jewish Braille Institute is American Jewry's ambassador to the Jewish and non-Jewish blind throughout the world as their window on the Jews and Judaism, and a source of spiritual enfranchisement and cultural sustenance to a once parched segment of the Jewish people.

The Jewish Braille Institute of America, with heartfelt regret, has had to accept the fact that after twenty-one splendid years, time in its passage has at long last brought about retirement of Leopold Dubov as its director.

To the man who gave this Institute life more than twenty-one years ago, and who by his vision, skill and warmth of spirit brought the gift of Jewish knowledge, culture and understanding to his readers whom he united in bonds of common kinship, and to all those whom he served, the Institute pledges that it does not look upon its record of past service as complete, but as a dedicated enterprise offering its services to the blind without cost and expanding and enriching its pioneer efforts in its own special field of creative culture and spiritual effort.

JOHN MILTON SOCIETY FOR THE BLIND
A WORLD-WIDE SERVICE TO THE BLIND BY UNITED PROTESTANTISM

Through this Society, more than 50 Protestant denominations in the United States and Canada unite to serve the religious interests and needs of the blind through the publication of literature in braille and talking book form, through pastoral counselling and through special projects in Christian schools and homes for the blind in Protestant mission fields overseas.

Magazines

"John Milton Magazine" a religious digest for adults circulating in more than 60 countries around the world.

"Discovery" a story magazine for boys and girls.

"John Milton Sunday School Quarterly" containing the International Sunday School Lessons with teacher's notes.

Talking Book Publications

"John Milton Talking Book Magazine"—a religious digest for adults on long playing records (one hour and fifteen minutes) published and distributed quarterly free of charge.

Books and Pamphlets

Many books and pamphlets are published including a hymn book, a book of Christmas carols, books of prayers for younger and older children and books on the Christian faith. A motto calendar is also published annually.

Overseas Services

Since 1948, the Society has extended its services to Christian schools and homes for the blind in Christian mission fields overseas. Magazines, books and pamphlets are published in eight foreign language braille systems. Special projects for blind children are carried on in more than fifty Christian schools and homes. Scholarships are arranged for the special training of native teachers and missionaries serving the blind on mission fields.

The mission of the John Milton Society is to impart spiritual strength, inspiration and new hope to the blind through Christian literature in braille and talking book form and through a variety of pastoral ministries which bring the light and cheer of the Christian faith to thousands on this continent and in more than 60 countries around the world. Helen Keller has been its president for twenty-one years. The extent and continuance of its services depend wholly on voluntary contributions. Its offices are located at 156 Fifth Avenue, New York 10, New York.

LEADER DOGS FOR THE BLIND

Rochester, Michigan

Lewis S. Robinson, President

Harold L. Pocklington, Executive Director

Leader Dogs for the Blind, a non-profit training center, serves the United States and cooperates with countries endeavoring to furnish rehabilitation for their blind. Located close to 45% of the nation's blind, the school expands with the demand for service.

An adequate instructor staff, through experience and research, has developed modern efficient training methods. Leader Dogs are especially trained to recognize the hazardous conditions under which the blind person must travel.

Classes are arranged in small groups of six to permit special attention to individuals. The homelike atmosphere in the dormitory is provided to establish complete relaxation which enables the student to make rapid adjustment. Eligible students are selected on the basis of their requirement for a Leader Dog.

The school cooperates with all agencies and organizations who assist the blind. The target of Leader Dogs for the Blind—performance without credit, achievement without perplexity and success without suppression.

THE LOUIS BRAILLE MUSIC INSTITUTE OF AMERICA, INC.

140 West 58th Street New York 19, N. Y.

Albert G. Gorson, Executive Director

The Louis Braille Music Institute is devoted completely to music services for the blind. Founded by Leopold Dubov, the Music Institute publishes the ten-year-old "Braille Musician," and sponsors the new American Record Club for the Blind, as well as an Information and Vocational Guidance Bureau.

At present, the "Braille Musician" is a bi-monthly digest of articles from leading American music magazines, with additional articles written particularly for the special interests of blind musicians, music students and music lovers. The magazine is edited by Mr. Dubov, and is printed in grade two braille. The "Braille Musician" is distributed without charge to members of the Music Institute—who may also utilize its various services—and other qualified individuals and institutions who are not members. Dues are $3.00 a year for the individual; $5.00 for the institution. The "Braille Musician" is distributed throughout America and the English-speaking world.

The American Record Club for the Blind enables sightless persons to obtain the finest LP (33 1/3) high fidelity, unbreakable records at approximately half the usual cost. Dues of $5.00 a year entitle the Club member to obtain two records, with braille jackets and labels. Additional records are $3.00 each. Membership is restricted to blind individuals and institutions.

The Music Institute has also established an information service to aid blind musicians in their educational and professional development, provide vocational guidance, and serve as a clearing house for information about available music facilities and services. Dr. Sigmund Spaeth is advisor of the Vocational Service.

THE MATILDA ZIEGLER MAGAZINE FOR THE BLIND
MONSEY, NEW YORK

Howard M. Liechty, Managing Editor

The Matilda Ziegler Magazine for the Blind was founded in 1907 and is published monthly by the Matilda Ziegler Publishing Company for the Blind, Inc. It is the gift of the late Mrs. William Ziegler of New York, by whose generosity it was endowed in perpetuity. The genius of the late Walter G. Holmes, for thirty-nine years its editor and manager, caused its being and its continuing high tradition. Its purpose throughout its history has been that of these two great souls—to serve the blind; specifically, to bring to blind readers entertainment and companionship, and the best of reading material available in the literature of this country. Other services extended through the facilities of the Ziegler Magazine office are the securing for blind people, at special prices and without profit, portable typewriters, alarm clocks which are embossed for touch reading, playing cards embossed in Moon Type, needle threaders and self-threading needles, and other items as occasion presents itself.

The contents of the Ziegler Magazine are made up of more or less regular features and departments, consisting of the following in a typical monthly issue: a cover poem appropriate to the month or season; an editorial page; a review of the month's news; a department of special notices concerning events and items of particular interest or help to the reader; an account about a blind person whose achievements or whose life are notable and inspiring; reprinted articles (three to five in number) from ink print publications, of current or popular interest, or of educational or cultural value; a necrology of blind persons; a page of contemporary and classical poetry; a department dealing with new appliances and aids, and with tools and services for the blind; a short fiction story; a review of a current best-seller book.

The publishers desire the Ziegler Magazine to be read by any blind people who would find it worthwhile. It will be sent entirely free of charge to anyone making application.

The mailing date of the monthly issue is usually during the last full week of the preceding month.

Three editions are published—Braille, New York Point, and Moon Type—and readers may have their choice from among the three, depending upon which system they prefer to read or can read.

NATIONAL BRAILLE PRESS, INC.

88 St. Stephen Street, Boston 15, Massachusetts

The National Braille Press, Inc., is a charitable organization, dependent entirely on private contributions, publishing for free distribution: *Weekly News,* a current events magazine for the blind, printed in Braille Grade 2; *Our Special,* a monthly magazine for blind women, printed in Braille Grade 1½; *The Home Teacher,* a professional journal for home teachers and social workers, printed in Braille Grade 2. Also, it accepts contracts for the publishing of other Braille periodicals, but not for profit.

Founded as the Braille Weekly Publishing Company, January, 1927; incorporated under its present name under the laws of the Commonwealth of Massachusetts, May 29, 1929.

PURPOSE: Embossing, printing and circulating in the United States and Canada reading matter for the blind; promoting finger reading and assisting the blind to become happier and better informed citizens. The organization employs 19 persons on its project, ten of whom are visually handicapped.

DISTRIBUTION: Throughout the United States and its possessions, and to English-speaking readers all over the world.

OFFICERS: President and Treasurer, Charles Boyden, Boston; First Vice-President and Assistant Treasurer, Walter I. Badger, Jr., Boston; Second Vice-President, Mrs. Elmore I. MacPhie, West Newton; Secretary, Mrs. Richard D. Fay, Cambridge; Managing Director, Francis B. Ierardi, 88 St. Stephen Street, Boston 15, Massachusetts.

THE NATIONAL COMMITTEE FOR RECORDING FOR THE BLIND, INC.

36 West 44th Street, New York 36, New York

The National Committee for Recording for the Blind, Inc. was formed on May 16th, 1951 under a three year grant from the Fund for Adult Education for the express purpose of recording for the adult blind, books not available in Braille or from the Library of Congress "Talking Book" program. These books are of particular assistance to students enrolled for formal study at colleges and universities throughout the country and studying at home by correspondence.

There are seven units of the National Committee now operating across the nation, the four to five hundred volunteer members of which read books on many subjects and in several languages. These readers are passed upon by a panel of blind listeners, who approve or disapprove the voices on the basis of clarity and quality.

Day to day requests for books are complied with by recording the volumes on small vinylite discs on SoundScriber Dictation Machines. These discs can be played back by the recipient on the Model A Talking Book Machine, fitted with the 1952 Tone Arm, manufactured by the American Foundation for the Blind, Inc., and a one mil needle or on a SoundScriber Transcription and Dictation Machine. As each five discs are recorded, they are mailed directly to the student and every effort is made to keep up with his assigned schedule of studies. When he has finished with the records, the student returns them to a designated library for re-circulation.

In addition to this system for sending out "rush" books, the National Committee has added a program of tape recording, under which *ten* copies of a book are made available for circulation through libraries housing material for the blind. The American Foundation for the Blind, Inc. does the special embossing onto small discs from tapes recorded by the National Committee. The Foundation also handles the labelling of the discs with a specially devised machine. Discs dubbed from tape are mailed out as complete books, in albums, packaged in cases franked: "FREE MAIL FOR THE BLIND."

For a list of books already recorded, write to the National Committee Headquarters. There is no charge of any kind for these services.

Volunteer readers, unit chairmen, supervisors and monitors, the Board of Directors and the small staff at headquarters are dedicated to the purpose of maintaining the quality, uniformity, clarity and promptness of recordings.

THE NATIONAL COUNCIL PROTESTANT EPISCOPAL CHURCH COMMITTEE ON LITERATURE FOR THE BLIND

The Rev. W. J. Loaring-Clark, Secretary, Jackson, Tennessee

The National Council of the Episcopal Church through its Committee on Literature for the Blind publishes a monthly magazine, THE CHURCH HERALD, which has a mailing list of some 600 names. This is the free gift of the Episcopal Church to the visually handicapped and is edited by the Secretary of the Committee, the Rev. W. J. Loaring-Clark, D. D., Jackson, Tennessee. THE CHURCH HERALD is published in Revised Braille, Grade 1½ and contains the Church Calendar, Prayers, Articles, Poems, a book in serial form, a Question and Answer Department, a News and Notes Department and the Episcopal Church School Lessons according to the Bible Class and Home Department Quarterly edited by the Very Rev. Hiram R. Bennett, D. D. and published by the kind permission of the H. H. Jacobs Co.

NATIONAL INDUSTRIES FOR THE BLIND

15 West 16th Street, New York 11, New York

National Industries for the Blind, founded by the American Foundation for the Blind, is a non-profit organization incorporated September 13, 1938, under the laws of the State of New York. Its principal purpose is to allocate orders to workshops for the blind under the direction of the Committee on Purchases of Blind-made Products, a committee set up under the provisions of the Wagner-O'Day Act, which authorizes the Federal departments to purchase brooms, mops, and other suitable commodities from workshops for the blind.

National Industries for the Blind is governed by a Board of Directors, with the general committee on Sheltered Workshops for the Blind acting as an Advisory Committee. All major policies are discussed with this committee.

Services available to workshops relate to the production and sale of blind-made products, industrial homework and fund raising.

THE SEEING EYE, INC.

Morristown, N. J.

Henry A. Colgate, President & Chairman of the Board
George Werntz, Jr., Vice-President

The Seeing Eye is a national philanthropic organization established for the rehabilitation of blind men and women through the use of dog guides. Its purposes are: Training dogs to guide the blind; teaching blind people how to use the dogs, and teaching sighted men to become instructors.

It was founded in 1929 by the late Mrs. Dorothy Harrison Eustis. The Seeing Eye has no branches and does not duplicate the activities of state or local agencies for the blind, but cooperates closely with them in the common purpose of improving the status of the blind. Its service is available without discrimination to any eligible blind man or woman. Eligibility is based upon physical and mental fitness, character and need. No eligible person is denied the service because of lack of funds. Over 2000 blind men and women have each been served at least once by The Seeing Eye during its 25 years of existence.

Since it is a membership organization it does not participate in benefits, raffles or similar events and permission is never granted by the organization to sell tickets or articles said "to help The Seeing Eye."

As a pioneer organization, The Seeing Eye recognizes its responsibility to set and maintain standards worthy of the confidence of the blind and the endorsement of the public. Both the quality of its work and the nature of its policies have that end in view.

ROYER-GREAVES SCHOOL FOR THE BLIND

South Valley Road, Paoli, Pennsylvania

Dr. Jessie Royer Greaves, Principal and Chairman of the Board

This school, formerly at King of Prussia, was established and is conducted for retarded blind children. Here pupils are trained in school work, music, hand crafts and those home duties so essential to their future usefulness and happiness.

To meet the extra demands made by premature babies, a junior unit has been established on a large farm six miles from Coatesville. Here, with equipment and furnishings particularly adapted to them, little folks have an opportunity for physical and mental development.

Each unit is conducted as a normal family with its natural home life. Pupils are registered from ten States, and former pupils are living full and busy lives.

Paoli is on Lincoln Highway, Route 30, and the Main Line of the P.R.R. All through trains stop at Paoli, and the trip to New York may be made without change of cars.

THE XAVIER SOCIETY FOR THE BLIND

Rev. John H. Klocke, S. J., National Director

154 East 23rd Street., New York 10, N. Y.

The Xavier Society for the Blind, founded in 1900, supplies reading matter, especially Catholic literature, to the blind, regardless of creed. It is a non-profit, charitable organization, dependent solely upon contributions.

One of Xavier's Braille publications is the CATHOLIC REVIEW, 48 pages. This bi-monthly religious-literary magazine, in grade two, is sent free to any blind person throughout the world. Another free publication of world-wide circulation is the CATHOLIC CALENDAR, 44 pages, which lists every day of the year, and includes all the Saints' days, days of fast and abstinence, and a daily pious practice.

The Xavier Society has published many plated books in grade two. These may be obtained free on loan or purchased at a reasonable price. Among these are The Imitation of Christ, Confidence in God, My Daily Reading from the New Testament, Catechism of Christian Doctrine, etc. A catalogue of these plated books may be obtained free upon application.

The Xavier Library contains approximately 5,000 volumes of Braille books which are available free on loan to any blind person in the United States and Canada. The greater number of these books were transcribed by volunteer workers at home and were then made into book form in the Xavier workshop. In this collection are many excellent spiritual books and also the titles of many outstanding books of modern fiction, biography. A catalogue of these books, published in mimeographed form and also in Braille, may be obtained free upon request from the librarian.

PROGRAM

TWENTY-SEVENTH CONVENTION

HOSTS

SERVICE AGENCIES

Columbia Polytechnic Institute
Washington Society for the Blind
Maryland Workshop for the Blind
Virginia Commission for the Blind

FEDERAL AGENCIES

Department of Health, Education and Welfare
Library of Congress
Department of Labor
Committee on Purchases of Blind-made Products

ASSOCIATIONS PROMOTING WORK FOR THE BLIND

District of Columbia Association of Workers for the Blind
Virginia Association of Workers for the Blind
Blinded Veterans Association
Stand Managers Association of the District of Columbia

OPENING SESSION

Sunday, July 12, 1953

8:00 P.M.

PRESIDENTIAL ROOM

Chairman—Verner W. Clapp, Chief Assistant Librarian of Congress, Washington, D. C.

Invocation. Reverend Robert E. Lee, Pastor, St. Luke Evangelical Lutheran Church, Silver Spring, Maryland

Address of Welcome. Honorable Renah F. Camalier, Commissioner, District of Columbia

Response. Captain M. C. Robinson, M.B.E., First Vice-President, AAWB, National Director for Western Canada, Canadian National Institute for the Blind, Vancouver, British Columbia

President's Address. Roy Kumpe, President, American Association of Workers for the Blind, Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas

Informal Reception. Congressional Room

Monday, July 13, 1953

MORNING—9:15 TO 12:00

GENERAL SESSION

CONGRESSIONAL ROOM

Chairman—Miss Mary E. Switzer, Director, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D. C.

General Topic:

Medical Aspects of Blindness

The Program of the National Institute on Neurological Diseases and Blindness. Leonard A. Scheele, M.D., Surgeon-General, United States Public Health Service, Washington, D. C.

Present Developments in the Field of Ophthalmology. Conrad Berens, M.D., Professor of Ophthalmology, New York University; Managing Director, Ophthalmological Foundation, Inc., New York, New York.

Progress in Prevention of Blindness. Franklin M. Foote, M.D., Executive Director, National Society for the Prevention of Blindness, New York, New York.

Psychiatric Problems in Rehabilitation Work with the Blind. Louis S. Cholden, M.D., Menninger Foundation, Topeka, Kansas.

LUNCHEON

12:30 P.M.

SPEAKER

Henry H. Kessler, M.D., Ph.D. Newark, New Jersey

"Modern Concepts of Rehabilitation"

AFTERNOON—2:00 TO 5:00

GROUP MEETINGS

GROUP B (South American Room)

Rehabilitation Specialists, Placement Agents and Field Officers for the Blind.

Chairman—J. H. Chappell, Vocational Rehabilitation Specialist, Services for the Blind, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D. C.

The Project Method in Agriculture vs. the Diversified Agricultural Plan. George Stewart, Rural Counselor, Ohio Rehabilitation Services for the Blind, Columbus, Ohio.

Assistance Available to Blind Farmers through the Services of the County Agricultural Agent. Joseph Beard, County Agricultural Extension Agent, Fairfax, Virginia.

Sources of Financing a Farm and Farming Activities. T. P. Shreve, Insured Mortgages Specialist, Washington, D. C.

Better Poultry Management and its Relation to Profit. Ralph Dower, Poultry Department Manager, Kaska Feed Mills, Toledo, Ohio.

Election of Board Member for 4 years

Election of Chairman and Secretary for 2 years

GROUP D (Pan American Room)

Lay and Non-professional Group

Chairman—Jake Jacobson, President, Virginia Association of Workers for the Blind, Portsmouth Virginia.

How Can Professional and Lay Persons Assist in Re-capturing the Humanitarian Spirit in Work for the Blind? Raymond M. Dickinson, Superintendent, Illinois Industrial Home and Services for the Blind, Chicago, Illinois.

Election of Board Members for 4 years

Election of Chairman and Secretary for 2 years

GROUP H (Capitol Room)

Librarians for the Blind, Administrative Heads of Publishing Houses for the Blind and all Others Engaged or Interested in Publishing for the Blind in any Process

Chairman—Howard M. Liechty, Managing Editor, Matilda Ziegler Publishing Company, Monsey, New York

Book Selection for Reproduction for Blind Junior Readers. Discussion led by Nelson Coon, Librarian, Perkins Institution, Watertown Massachusetts.

Provision of Talking Books for High School Courses and Collateral Reading

Provision of Braille and Talking Book Textboooks and Collateral Reading on College Levels. Discussion led by Donald W. Hathaway, College Advisor, Hadley Correspondence School for the Blind, Winnetka, Illinois.

Considerations in the Respective Methods of Mailing Braille Matter. Discussion led by Donald W. Hathaway.

What, if Anything, Should be Done to Perpetuate the Use of Moon Type? Discussion led by Nelson Coon

Informal report from Group H members who represent the AAWB on the Joint Braille Committee.

Election of Chairman and Secretary for 2 years

EVENING—8:00

GROUP A (Pan American Room)

Executive Heads of Agencies Doing City-wide, County and Local Work for the Blind. Executive Heads of Workshops and Industrial Homes for the Blind and Executive Heads of Homes for the Blind

Chairman—Henry Redkey, Consultant on Rehabilitation Centers, Office of Vocational Rehabilitation, Department of Health, Education and Welfare, Washington, D. C.

Workshop Policies and Procedures on Placements in Private Industry

This session will be in the nature of floor discussion with full audience participation, and is to inquire into the everyday problems and experiences which relate to the topic.

Election of Board Member for 4 years

Election of Chairman and Secretary for 2 years

GROUP C (South American Room)

Home Teachers and Social Workers Other Than Home Teachers Engaged in Work with the Blind

Chairman—Howard H. Hanson, Director, Service to the Blind, Pierre, South Dakota

8:00 P.M.—Recreation for Blind Adults. C. E. Buell, Ed.D., Athletic Director, California School for the Blind, Berkeley, California.

8:30 P.M.—Question and answer period.

8:45 P.M.—Should a Home Teacher be a 'jack-of-all-trades' in Work for the Blind? Joseph F. Clunk, Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind, Philadelphia, Pennsylvania.

9:15 P.M.—Question and answer period.

Election of Board Member for 4 years

Election of Chairman and Secretary for 2 years

GROUP I (Capitol Room)

Business Enterprise Specialists for the Blind

Chairman—William H. Hathaway, Supervisor of Vending Stands, Delaware Commission for the Blind, Wilmington, Delaware.

What Industry Expects of a Blind Concessionnaire. Gibson L. Smith, Manager, Real Estate Department Belk Stores, Charlotte, North Carolina.

How General Services Administration Will Cooperate to Expand the Vending Stand Program Operated by Agencies for the Blind. Charles A. Peters, Director of Buildings Management Division, Public Buildings Service, General Services Administration, Washington, D. C.

Statutory Suggestions for Strengthening the Business Enterprises Program for the Blind. Hulen C. Walker, Legislative Analyst, American Foundation for the Blind, Washington, D. C.

Election of Chairman and Secretary for 2 years

Tuesday, July 14, 1953

MORNING—8:00

SPECIAL BREAKFAST

A membership breakfast at 8:00 A.M. sharp in the South American Room. Admission by ticket ($3.25 inclusive) which must be bought no later than 8:00 P.M. on Monday, from the Convention Registration Desk.

SPEAKER

Honorable J. Caleb Boggs
Governor of Delaware

"The Power of the Organized Voice"

9:15—12:00

GROUP MEETINGS

GROUP E (District Room)

Executive Heads of Any Commission or Association Doing Statewide Work for the Blind

Chairman—H. B. Aycock, Director, Division for the Blind and Sight Conservation, Department of Public Welfare, Baton Rouge, Louisiana.

Meeting the Needs of the Preschool Blind Child and His Parents—A Nation-wide Obligation

Today. Miss Pauline Moor, Consultant on Education, American Foundation for the Blind, New York, New York.

PANEL DISCUSSION

Mrs. Lee Johnston, Chief, Bureau for the Blind, Division of Welfare, Jefferson City, Missouri.
George Meyer, Executive Director, New Jersey Commission for the Blind, Newark, New Jersey.
J. M. Wooly, Superintendent, Arkansas School for the Blind, Little Rock, Arkansas.

Election of Chairman and Secretary for 2 years

GROUP F (Capitol Room)

Executive Heads of National Agencies for the Blind and Professional Staff Members

Chairman—J. Milton Johnson, Director, Social Welfare Department, Braille Institute of America, Inc., Los Angeles, California.

Presentation of Report of Committee to Study Criteria and Standards for Ideal Agency for the Blind. M. Robert Barnett, Chairman of Committee; Executive Director, American Foundation for the Blind, New York, New York.

Criteria and Standards in Services for the Blind. Miss M. Roberta Townsend, Director, Survey and Homework Department, National Industries for the Blind, New York, New York.

Recommendation for Implementing Study and Publishing of a Manual. Colonel E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Ontario.

Election of Chairman and Secretary for 2 years

GROUP G (Continental Room)

Executive Heads of Residential and Day-School Classes for the Blind, and Teachers in Residential and Public-School Classes for the Blind

Chairman—Leo J. Flood, Superintendent, Illinois School for the Blind, Jacksonville, Illinois.

Office of Education Study—Qualifications and Preparation of Teachers of Exceptional Children. Romaine P. Mackie, Ph.D., Specialist, Schools for the Physically Handicapped, Office of Education, Department of Health, Education and Welfare, Washington, D. C.

What are Residential Schools for the Blind Doing and What Might they do to Improve their Total Program so as to Best Prepare our Graduates to Lead Satisfactory Lives and to Succeed in a Sighted World? Panel Discussion

Robert H. Thompson, Superintendent, Missouri School for the Blind, St. Louis, Missouri.
Paul J. Langan, Superintendent, Kentucky School for the Blind, Louisville, Kentucky.
Edward J. Waterhouse, Director, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

Election of Chairman and Secretary for 2 years

MUSIC COMMITTEE (Town Room)

Chairman—Herbert C. Treneer, Chairman, Advisory Music Committee; Canadian National Institute for the Blind, Toronto, Ontario.

Teaching Music in an English Public School: An Exercise in the Art of Living. Miss Anne Burrows, Blind Musician, Edmonton, Alberta.

The Teaching of Music to Pupils in Detroit Braille Classes. Miss Marie Sprengle, Detroit, Michigan.

A Survey of the Education of Piano Tuners in Schools for the Blind. Connie Anderson, Musician, Columbus, Ohio.

The Establishment of the Louis Braille Music Institute of America, Inc. Herbert C. Treneer,

Chairman, Advisory Music Committee; Canadian National Institute for the Blind, Toronto, Ontario.

Discussion of Following Topics

1. The Workshop Method: Its advantages, disadvantages and feasibility as applied to the AAWB.
2. The extent to which private and governmental agencies for the blind are cooperating with schools for the blind to find employment for blind professional musicians and piano tuners.
3. Suggested mediums through which the Standing Committee on Music of the AAWB may cooperate with the Music Section of the AAIB.

AFTERNOON—2:15 TO 5:00

GENERAL SESSION

CONGRESSIONAL ROOM

Chairman—Roy Kumpe, President, American Association of Workers for the Blind; Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas.

Report of Study Committee on Principles and Standards of Public Relations and Fund Raising for Agencies for the Blind. M. Robert Barnett, Chairman; Executive Director, American Foundation for the Blind, New York, New York.

Discussion of Report

Note:—At the conclusion of the discussion of this report, the convention will be asked to vote upon its adoption.

EVENING—8:00

POTOMAC CRUISE

The S.S. MOUNT VERNON will sail at 8 P.M. from Pier 4, Municipal Wharf, Maine Avenue and N Street S.W., for a moonlight cruise down the Potomac to Marshall Hall, where there will be a stop of 45 minutes before returning to Washington. Refreshments will be available at concessions on the boat, and there will be dancing and musical entertainment during the entire cruise.

Tickets will be available at the Convention Registration Desk until 5:00 P.M. Tuesday, 14th, and at the box office on the wharf until sailing time. Price $1.25, tax included.

Wednesday, July 15, 1953

MORNING—9:15 TO 12:00

GENERAL SESSION

CONGRESSIONAL ROOM

Chairman—Hulen C. Walker, Legislative Analyst, American Foundation for the Blind, Washington, D. C.

HORIZONS UNLIMITED IN WORK FOR THE BLIND

Colonel E. A. Baker, M.C., O.B.E., Managing Director, Canadian National Institute for the Blind, Toronto, Canada.

Eric T. Boulter, Field Director, American Foundation for Overseas Blind, New York, New York.

Miss Kathern F. Gruber, Assistant Director, American Foundation for the Blind, New York, New York.

Dr. Neal F. Quimby, President, American Association of Instructors of the Blind, Superintendent, New Mexico School for the Blind.

Nelson A. Rockefeller, Undersecretary, The Department of Health, Education and Welfare.

AFTERNOON—1:30

SIGHT-SEEING TOURS

The Host Committee has arranged for sight-seeing tours to various points of interest around Washington. Busses will load at the 16th Street door of the Statler Hotel at 1:30 P.M. Tickets must be obtained from the Convention Registration Desk by noon on Tuesday, 14th.

EVENING—9:00

COCKTAIL PARTY AND DANCE

Delegates are invited to a reception with cocktails and dancing to begin at 9:00 P.M. in the Continental Room North, Continental Hotel, as guests of the Stand Managers Association of the District of Columbia. Tickets will be available without charge at the Convention Reservation Desk until noon Wednesday.

Thursday, July 16

MORNING—9:15 TO 11:20

GENERAL SESSION

CONGRESSIONAL ROOM

Chairman—Captain M. C. Robinson, M.B.E., First Vice-President, American Association of Workers for the Blind; National Director, Western Canada, Canadian Institute for the Blind, Vancouver, British Columbia.

Eye Research in Relation to Organizations for the Blind—A New Example of Teamwork. Conrad Berens, M.D., Managing Director, The Ophthalmological Foundation; Director, Research Department, The New York Association for the Blind (The Lighthouse), New York, New York, and Philip S. Platt, Ph.D., Executive Director, The New York Association for the Blind (The Lighthouse), New York, New York.

A Boarding Home Program for the Blind and Visually Handicapped. Mrs. Sylvia Nachmani, Assistant Director, Social Service Department, New York Guild for the Jewish Blind, New York, New York.

The Activities of the National Committee for Recording for the Blind, Inc. Mrs. Ranald H. Macdonald, Jr., President, New York, New York.

Unusual Occupations Among the Blind. Irvin P. Schloss, Editor, BVA Bulletin, Blinded Veterans Association, Washington, D. C.

How Can We Meet the Needs of the Blind Preschool Children and Their Parents? Berthold Lowenfeld, Ph.D., Superintendent, California School for the Blind, Berkeley, California.

Orientation and Travel Programs at Residential Schools. Paul J. Langan, Superintendent, Kentucky School for the Blind, Louisville, Kentucky.

Building a Complete Variety of Adequate Services for Blind Persons in One City. J. F. Clunk, Second Vice-President, American Association of Workers for the Blind; Managing Director, Philadelphia Branch, Pennsylvania Association for the Blind, Philadelphia, Pennsylvania.

11:30—Election of Officers

AFTERNOON—2:15 TO 5:00

GENERAL SESSION

CONGRESSIONAL ROOM

Summaries of all Group Meetings

Chairman—Roy Kumpe, President, American Association of Workers for the Blind; Managing Director, Arkansas Enterprises for the Blind, Little Rock, Arkansas.

Group A. Carl E. Olsen, Manager, Industrial Division, New York Association for the Blind, New York, New York.

Group B. Robert R. Moore, Secretary, Industrial Employment Specialist, Iowa State Commission for the Blind, Des Moines, Iowa.

Group C Mrs. Juliet K. Bindt, Secretary, Field Worker for the Blind, Department of Education, Berkeley, California.

Group D. Jake Jacobson, Chairman, President, Virginia Association of Workers for the Blind, Portsmouth, Virginia.

Group E. Mrs. Kathryn C. Barkhausen, Secretary, Director, Division of Services for the Blind, Department of Public Welfare, Denver, Colorado.

Group F. J. Milton Johnson, Chairman, Director, Social Welfare Department, Braille Institute of America, Los Angeles, California.

Group G. Egbert N. Peeler, Superintendent, State School for the Blind and the Deaf, Raleigh, North Carolina.

Group H. Nelson Coon, Secretary, Librarian, Perkins Institution, Watertown, Massachusetts.

Group I. Gordon L. Joyner, Secretary, Placement Agent, Virginia Commission for the Blind, Richmond, Virginia.

Music Committee. Herbert C. Treneer, Chairman, Advisory Music Committee Chairman, Canadian National Institute for the Blind, Toronto, Ontario.

EVENING—6:00 P.M.

SHOTWELL MEMORIAL AWARDS BANQUET AND PRESENTATION

Reception—Congressional Room.
Courtesy of the Lions Clubs of Metropolitan Washington, (Admission by Banquet Ticket only).

Banquet—Presidential Room

Toastmaster—Hon. Harry F. Byrd, Senator from Virginia

Guest of Honor—L. L. Watts, Executive Secretary, Virginia Commission for the Blind, Richmond, Virginia.

Presentation to be made by Robert LeFevre, Secretary, Committee on Purchases of Blind-made Products, Washington, D. C.

Presentation to be made by W. S. Ratchford, Secretary and Superintendent, Maryland Workshop for the Blind, Baltimore, Maryland.

Entertainment—Instrumental Quintette.

Friday, July 17

MORNING—9:15 TO 12:00

BUSINESS MEETING

CONGRESSIONAL ROOM

Report of American Foundation for the Blind. M. Robert Barnett, Executive Director.

Report of Board of Directors of A.A.W.B. Alfred Allen, Secretary-General; Assistant Director, American Foundation for the Blind, New York, New York.

Report of Necrology Committee. Miss Marian Held, Chairman; Director, Department of Direct Services, New York Association for the Blind, New York, New York.

Report of Auditing Committee. A. V. Weir, Chairman, General Manager, Canadian National Institute for the Blind, Toronto, Ontario.

Report of Legislative Committee. Francis J. Cummings, Ph.D., Chairman; Executive Secretary, Delaware Commission for the Blind, Wilmington, Delaware.

Report of Board of Certification of Home Teachers. Murray B. Allen, Chairman, Salt Lake City, Utah.

Report of Resolutions Committee. Robert H. Thompson, Chairman; Superintendent, Missouri School for the Blind, St. Louis, Missouri.

Report of Joint Braille Committee. R. W. Beath, Chairman for A.A.W.B. Members; Chief Librarian, Canadian National Institute for the Blind, Toronto, Ontario.

Report of Committee on Rehabilitation Centers. William M. Cannon, Chairman; Staff Psychologist, North Carolina Commission for the Blind, Raleigh, North Carolina.

Constitutional Amendments

Invitations for 1954 and 1955

New Business

Installation of Officers

Adjournment

OFFICERS AND COMMITTEES

1953-1955

EXECUTIVE COMMITTEE

President	.*Captain M. C. Robinson, M.B.E., Vancouver, British Columbia
First Vice-President	.*Joseph F. Clunk, Germantown, Pennsylvania
Second Vice-President	.*Hulen C. Walker, Washington, D. C.
Secretary-General	. Alfred Allen, New York, New York
Treasurer	.*Miss Julia Lawson, Austin, Texas

BOARD OF DIRECTORS

Past President	.*Roy Kumpe, Little Rock, Arkansas
GROUP	
a (until 1957)	. Carl E. Olsen, Long Island City, New York
b (until 1957)	.*Arthur L. Voorhees, Washington, D.C.
c (until 1957)	.*Patricia Stone, Winston Salem, North Carolina
d (until 1957)	.*Jake Jacobson, Portsmouth, Virginia
e (until 1955)	. H. A. Wood, Raleigh, North Carolina
f (until 1955)	.*Colonel E. A. Baker, M.C., O.B.E., Toronto, Ontario
g (until 1955)	. Robert H. Thompson, St. Louis, Missouri
h (until 1955)	. Finis E. Davis, Louisville, Kentucky
i (until 1955)	. Douglas R. Strong, Toronto, Ontario

* Visually Handicapped.

GROUP OFFICERS—1953-1955

Group a
- Chairman ..... Alfred L. Severson, Chicago, Illinois
- Secretary ..... Allan W. Sherman, Cleveland, Ohio

Group b
- Chairman .....*Norman Yoder, Columbus, Ohio
- Secretary ..... Winfield S. Rumsey, Brooklyn, New York

Group c
- Chairman .....*Robert Langford, Germantown, Pennsylvania
- Secretary .....*Helen Vargo, Fort Smith, Arkansas

Group d
- Chairman .....*Mrs. Raymond M. Dickinson, Chicago, Illinois
- Secretary .....*Helen Scherer, New York, New York

Group e
- Chairman ..... Harry E. Simmons, Tampa, Florida
- Secretary ..... Mrs. Kathryn C. Barkhausen, Denver, Colorado

Group f
- Chairman ..... Arthur V. Weir, Toronto, Ontario
- Secretary ..... Eugene D. Morgret, New York, New York

Group g
- Chairman .....*W. E. Allen, Austin, Texas
- Secretary ..... Edward J. Waterhouse, Watertown, Massachusetts

Group h
- Chairman ..... Donald G. Patterson, Washington, D.C.
- Secretary ..... Nelson Coon, Watertown, Massachusetts

Group i
- Chairman ..... W. J. Strickland, Raleigh, North Carolina
- Secretary .....*Gordon L. Joyner, Richmond, Virginia

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* Visually Handicapped.

STANDING COMMITTEES

SHOTWELL MEMORIAL FUND TRUSTEES

*Francis B. Ierardi, Chairman

Stetson K. Ryan

*L. L. Watts

SHOTWELL MEMORIAL AWARDS

*Francis J. Cummings, Ph.D. Chairman

*Francis B. Ierardi

*Roy Kumpe

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Alfred Allen, Secretary

M. Roberta Townsend

ETHICS

*Francis J. Cummings, Ph.D. Chairman

M. Roberta Townsend

Alfred L. Severson

Marjorie S. Hooper

Stetson K. Ryan

BRAILLE

*R. W. Beath, Chairman

Alfred Allen

*Bernard H. Krebs

MUSIC

*Herbert C. Treneer, Chairman

*Leonard J. Chard

*Harry Ditzler

*John A. Meldrum

Mrs. Edith C. S. Simpson

Robert H. Thompson

*Stanley Wartenberg

MEMBERS OF GENERAL ASSEMBLY OF WORLD COUNCIL FOR THE WELFARE OF THE BLIND

Alfred Allen

*Captain M. C. Robinson

LEGISLATIVE

*Francis J. Cummings, Ph.D., Chairman

Alfred Allen, Ex officio

*Lloyd H. Greenwood

*Philip N. Harrison

*Jake Jacobson

*Roy Kumpe

*Newel Perry, Ph.D.

Neal F. Quimby, Ed.D.

H. A. Wood

CONSTITUTION

*Judge Sam M. Cathey, Chairman

Finis E. Davis

J. B. Delbridge

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Mrs. Kathryn C. Barkhausen
Mrs. Eleanor A. Cowan
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Dorrance C. Nygaard
* Eugene D. Morgret
Philip S. Platt, Ph.D.
Harry E. Simmons
Byron M. Smith
* Arthur L. Voorhees

Arthur V. Weir

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Alfred Allen
* Colonel E. A. Baker
* M. Robert Barnett
William E. Bartram
* Major John F. Brady
* Marie A. Busch
* Joseph F. Clunk
* Francis J. Cummings, Ph.D.
Dr. Franklin M. Foote
C. C. Kleber
* Julia Lawson
* Captain M. C. Robinson
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* Dr. Jacobus tenBroek

Robert H. Thompson

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PROCEEDINGS

OF THE

TWENTY-EIGHTH CONVENTION

OF THE

American Association of Workers for the Blind

Rice Hotel

Houston, Texas

July 11-16, 1954

Price $4.00

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TABLE OF CONTENTS

PAGE

PROGRAM OF TWENTY-EIGHTH CONVENTION . . . *(See special insert at back)*

OFFICERS AND COMMITTEES 1953-1955 . . . . . *(See special insert at back)*

LIST OF SPEAKERS vii

TWENTY-EIGHTH CONVENTION—OPENING SESSION

Summary of Opening Session 1

Address of Welcome—B. F. Payne 1

President's Address—*Captain M. C. Robinson, M.B.E. 3

PAPERS PRESENTED AT GENERAL SESSION

Report of the American Foundation for the Blind 5
* M. Robert Barnett

Report of World Council for the Welfare of the Blind 10
* Colonel E. A. Baker, M.C., O.B.E.

Philosophies in Work for the Blind—Of Adjustment 13
* J. Albert Asenjo

Philosophies in Work for the Blind—Of Recreation 17
* Joseph Lewis

Philosophies in Work for the Blind—Of Employment 20
* Lindsay G. Williamson

Philosophies in Work for the Blind—Of Federal Grant-in-Aid Programs for Rehabilitation of the Blind 23
James H. Bond

Nation-Wide Status of Prevention of Blindness and of Current Research 26
Franklin M. Foote, M.D.

A National Program in Eye Research—Future Needs 30
Pearce Bailey, M.D.

Development of a State-Wide Program of Prevention of Blindness 35
* George J. Emanuele

Optical Aids for Persons with Residual Vision 38
* Louis J. Bettica

Teamwork between the Education Programs for Blind Youth and Programs for the Adult Blind 44
H. A. Wood

Psychological Implications of Blindness 49
Dr. Philip Worchel

Developing Public Understanding about the Blind 53
Reverend Thomas J. Carroll

* Visually Handicapped.

GROUP SUMMARIES

		PAGE
Group A	Alfred Severson	60
Group B	Winfield S. Rumsey	61
Group C	* Helen Vargo	62
Group D	* Mrs. Raymond E. Dickinson	64
Group E	Mrs. Kathryn C. Barkhausen	64
Group F	* Eugene D. Morgret	66
Group G	* W. E. Allen	67
Group H	Donald G. Patterson and Nelson Coon	68
Group I	* Gordon L. Joyner	70
Music Committee	Mrs. Edith C. S. Simpson	71

PAPERS PRESENTED AT GROUP MEETINGS

The Motivation of Staff Members 73
Lee H. Lacey

Policies and Procedures to Develop a Team Spirit in an Agency 77
* Peter J. Salmon.

What Is the Present Trend in Staffing Rehabilitation Agencies with Professionally Trained Blind Workers? 79
* Vernon Hull

Trends in Employment for the Blind 82
* Douglas C. MacFarland

Where Are We Going In Our Adjustment Programs? 89
Winfield S. Rumsey

Counseling—Are You Doing It? 91
George C. Taulbee, B.A., M.A.

Proposed Standards for Home Teaching Services to the Adult Blind 93
* Mrs. Juliet Bindt

Standards of Measurement for Services of Home Teachers and Social Workers from an Administrator's Point of View 100
* Joseph F. Clunk

The Potential Role of a Consultant in Home Teaching on the Staff of the American Foundation for the Blind 103
* Annette B. Dinsmore

What Are the Special Needs of the Aging Blind and How Can These Best Be Met? . . 106
Harold Richterman

Medical Services for the Aging Blind 111
H. A. Wood

Report of Progress of the Study of Principles and Standards for Services for the Blind 113
Alexander F. Handel

* Visually Handicapped.

PAGE

What Responsibility Should the National Agency Assume in the Establishment of Criteria and Standards?—National Agencies' Point of View—Over-All Programs for the Blind 117
* M. Robert Barnett

What Responsibility Should the National Agency Assume in the Establishment of Criteria and Standards?—Industrial Programs 118
C. C. Kleber

What Responsibility Should the National Agency Assume in the Establishment of Criteria and Standards?—Printing and Services to Schools 120
Marjorie S. Hooper

What Responsibility Should the National Agency Assume in the Establishment of Criteria and Standards?—Prevention of Blindness 124
Franklin M. Foote, M.D.

What Responsibility Should the National Agency Assume in the Establishment of Criteria and Standards?—Local Agencies' Point of View 126
Mrs. Charles O. Weber

What Responsibility Should the National Agency Assume in the Establishment of Criteria and Standards?—Local Agencies' Point of View 129
* R. E. Barrett

Where Shall Blind Youth Be Educated? 132
V. R. Carter

Placement Personnel Evaluate Young Blind Graduates 136
* Charles Buell, Ed.D.

Publication and Circulation of Braille Books 138
Nelson Coon

Research and Development in Sound Reproduction and Braille Printing 139
Donald G. Patterson

Research and Development in Sound Reproduction 139
John W. Breuel

Research and Development in Braille Printing 141
Virgil E. Zickel

Report of the Joint Uniform Braille Committee 143
Paul J. Langan

Design for Successful Selling 144
S. A. Robinson

Agency Responsibility to the Operator; to the Public 148
* George E. Piper (read for)

Procedures and Techniques Used in Securing Vending Stand Locations 150
Walter G. Phillips

A Cafeteria Operation 152
William Hathaway (read for)

The Louis Braille Music Institute of America, Inc.—1953-1954 153
Albert Gorson (read for)

A Blind Teacher of Music in Public School 155
* R. O. Monaghan

* Visually Handicapped.

PAGE

The Blind in Music Education of the Sighted 158
* Dr. Leonard Burford

The Liessens Music Writer in U. S. Schools for the Blind 160
* Harry J. Ditzler (read for)

Music in Egypt 161
* Nicola Bassili (read for)

BANQUET AND PRESENTATION OF SHOTWELL MEMORIAL AWARD

Minutes of Annual Banquet 163

Presentation Speeches
* Calvin S. Glover 163
* Marie Busch 164

Acceptance Speech 164
Stetson K. Ryan

COMMITTEE REPORT

Report of Board of Directors 169
Alfred Allen

Report of Necrology Committee 171
* Mrs. Juliet Bindt

Report of Auditing Committee 175
Arthur V. Weir

Report of Legislative Committee. 176
* Francis J. Cummings, Ph.D.

Report of Committee on Ethics 178
* Francis J. Cummings, Ph.D.

Report of Board of Certification of Home Teachers of the Blind 180
Alfred Allen

Report of Braille Committee 181
* R. W. Beath

Report of Resolutions Committee 182
H. A. Wood (read for)

BUSINESS SESSIONS

Report (see above) 184
Constitutional Amendments 184
Invitations for Future Conventions 185
Adjournment 185

MISCELLANEOUS

Registration Statistics 186

MEMBERSHIP ROSTER AND STATISTICS

Membership Roster, 1954 188
Membership Statistics, 1954 212

* Visually Handicapped.

LIST OF SPEAKERS

	PAGE
Allen, Alfred	169, 180
* Allen, W. E.	67
* Asenjo, J. Albert	13
Bailey, Pearce, M.D.	30
* Baker, Colonel E. A.	10
Barkhausen, Mrs. Kathryn C.	64
* Barnett, M. Robert	5, 117
* Barrett, R. E.	129
* Bassili, Nicola	161
* Beath, R. W.	181
* Bettica, Louis J.	38
* Bindt, Mrs. Juliet K.	93, 171
Bond, James H.	23
Breuel, John W.	139
* Buell, Charles, Ed.D.	136
* Burford, Dr. Leonard	158
* Busch, Marie	164
Carroll, Reverend Thomas J.	53
Carter, V. R.	132
* Clunk, Joseph F.	100
Coon, Nelson	68, 138
* Cummings, Francis J., Ph.D.	176, 178
* Dickinson, Mrs. Raymond	64
* Dinsmore, Annette	103
* Ditzler, Harry J.	160
* Emanuele, George J.	35
Foote, Franklin M., M.D., Dr. P.H.	26, 124
* Glover, Calvin	163
Gorson, Albert	153
Handel, Alexander	113
Hathaway, William	152
Hooper, Marjorie	120
* Hull, Vernon	79
* Joyner, Gordon	70
Kleber, C. C.	118
Lacey, Lee H.	73
Langan, Paul	143
* Lewis, Joseph	17
* MacFarland, Douglas	82
* Monaghan, R. O.	155
* Morgret, Eugene	66
Patterson, Donald G.	68, 139
Payne, B. F.	1
Phillips, Walter G.	150
* Piper, George E.	148
Richterman, Harold	106
* Robinson, Captain M. C.	3
Robinson, S. A.	144
Rumsey, Winfield	61, 89
Ryan, Stetson K.	164
* Salmon, Peter J.	77
Severson, Alfred	60
Simpson, Mrs. Edith C. S.	71
Taulbee, George, B.A., M.A.	91
* Vargo, Helen	62
Weber, Mrs. Charles O.	126
Weir, Arthur	175
* Williamson, Lindsay G.	20
Wood, H. A.	44, 111, 182
Worchel, Philip, M.D.	49
Zickel, Virgil E.	141

* Visually Handicapped.

DIRECTORY OF NATIONAL AGENCIES FOR THE BLIND

PAGE

American Association of Workers for the Blind 214

American Association of Instructors of the Blind 215

American Bible Society 216

American Foundation for Overseas Blind 217

American Foundation for the Blind 218

American Printing House for the Blind 219

Braille Institute of America, Inc. 220

Canadian National Institute for the Blind 221

Christian Record Benevolent Association 222

Clovernook Home for the Blind 223

Guide Dog Foundation for the Blind 223

Hadley Correspondence School for the Blind 224

Howe Press of Perkins Institution. 225

Jewish Braille Institute of America, Inc. 226

John Milton Society for the Blind 227

Leader Dogs for the Blind 228

Louis Braille Music Institute of America, Inc. 229

Matilda Ziegler Magazine for the Blind 230

National Braille Press, Inc. 231

National Council Protestant Episcopal Church 232

National Industries for the Blind 232

National Society for the Prevention of Blindness, Inc. 233

Recording for the Blind, Inc. 234

Royer-Greaves School for the Blind 233

The Seeing Eye 235

Xavier Society for the Blind 236

SUMMARY OF CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

SUMMARY OF OPENING SESSION

Sunday, July 11, 1954, 8:00 P.M.

The Convention was called to order by Mr. Lon Alsup, Executive Secretary-Director, Texas Commission for the Blind, and the assembly joined in a verse of America, and remained standing during the offering of an invocation by the Right Reverend Clinton S. Quin, Episcopal Bishop of the Diocese of Texas. Addresses of welcome were offered in behalf of Governor Allen Shivers and by the Honorable Roy Hofheinz, Mayor of Houston, and by Mr. Tom H. Elliott, Chairman of the Executive Committee of the Harris County Association for the Blind. An appropriate response in behalf of the Association was tendered by Mr. Joseph F. Clunk, First Vicedential Address.

Some 400 persons were in attendance and remained to enjoy a social hour arranged by the Host Committee.

ADDRESS OF WELCOME

B. F. PAYNE

Member, State Commission for the Blind; President, The First State Bank of Carthage, Carthage, Texas

Mr. Chairman, Members of the American Association of the Workers for the Blind, Guests: I am glad to be with you this evening. I feel greatly honored to represent the Governor of Texas, who has many times been requested to welcome distinguished individuals and groups of individuals to our State.

Gratitude most deeply felt is often hardest to express; but it is with the greatest sincerity that I say to you, that I have never been more honored, nor have I ever experienced greater pleasure, than I now experience in "pinch hitting for our Governor in welcoming you, the members of the American Association of Workers for the Blind, to Texas and to Houston."

I am a small business man, and not too often have I been called on to perform such duties as have been assigned me this evening. However I am at home with a group such as you and with interests such as you have, and understand your work quite well. For about eighteen years I have served as a commissioner with our own State Commission for the Blind. The commissioners in the State of Texas serve without compensation. Although

I live some few hundred miles from our state capitol, I have missed few meetings during my tenure.

I love the work because of the opportunity for service. In this work there should be no barriers and there should be no boundaries. And the only incentive is service.

We are fortunate in this organization to have with us our good neighbors from Canada. And to you we want to extend a hearty welcome. It is good that we meet together. Meeting with you, we learn from you and in the exchange of ideas we both should receive benefits. Speaking for both our association and for our Governor, we are glad that you are here, and we are happy to be associated with you in this great work.

These words from the Governor, and I quote:

Mr. Chairman, members of the American Association of Workers for the Blind, guests:

The Governor is pleased that you have selected the largest city in the south—Houston —situated in the shadow of the San Jacinto Monument, the symbol of Texas' independence from Mexico, for the meeting of this, your 28th convention. We are confident that your 1954 convention will be the keynote to what will prove to be the greatest year in the history of work for the blind.

In recent years, much has been accomplished in the area of organized services for our blind citizens. Both public and private funds have played equally important roles in the progress which has been made in the continued efforts to prevent blindness and to help our blind neighbors in their desire to become self-supporting, respected and responsible citizens.

No one phase of the total program is more vital than another. We must continue our efforts to reduce prevalence of blindness. We must continue our efforts to provide adequate educational facilities for our children who have severely limited vision or who have no sight whatsoever. We must continue our efforts to assist blind adults in their search for economic independence.

The Governor recalls so vividly the days when he served in the State Legislature with Lon Alsup, your temporary chairman at this meeting, for it was through their close association there that he first awakened to the full realization that a group of people work together in order that all may enjoy a better way of life. Some of the members of the group have certain physcial characteristics: some of them have brown hair and some are redheads, some are tall in stature and some are short, some are fat and some are thin, and some may happen to be blind. But the mere fact of color of hair, or height, or weight, or the fact that a certain person is totally without physical sight, does not mean that that individual can not wholly share in the activities that are commensurate with his abilities.

In world, national, state and local affairs, we are daily confronted with the complexities of our present day society and the problems that are the result of these complexities. Power, wealth and prestige are brought to the bargain tables every day, but with all the wealth, and all the prestige, and all the power, there is not one that can match in importance of a single human life.

Yours is a task of tremendous magnitude —yours is an immeasurable responsibility, because in your work you are influencing and molding—sometimes to a greater degree, sometimes to a lesser degree—human lives. Each of you has accepted the challenge. Each of you has quietly said to himself, "I want to help my neighbor." And each of you has turned to that neighbor in whom you have developed a particular interest—the one who is blind.

We in Texas are doing everything possible in behalf of the welfare of our blind people. It is with the continued cooperation of city, county, state and federal agencies, as well as the many private organizations, that will enable this nation to progress in the direction of the general improvement of the welfare of all blind persons to include equal liberties, equal rights and equal responsibilities with their "sighted" fellow men.

Once more, in behalf of the Governor, let me express the appreciation of the people of Texas for your selection of the great city of Houston for your 1954 deliberations and planning with regard to work for the blind. Let me commend you for the outstanding work which you as individuals and as members of this fine organization, the American Association of Workers for the Blind, have already accomplished in behalf of the blind, and let me wish you continued success.

PRESIDENT'S ADDRESS

* CAPTAIN M. C. ROBINSON, M.B.E., President, AAWB

National Director for Western Canada, Canadian National Institute for the Blind, Vancouver, British Columbia

If the success of an organization such as ours depends on the cooperation of its members in accepting and discharging the responsibilities requested of them, the A.A.W.B. should be in an enviable position.

I am referring in particular to the willingness with which chairmen and members of committees accepted their appointments, and the spirit in which they set to work to carry out the important functions of the organization.

I do not intend detracting from the interest which will be taken by the membership at large in the reports of these committees by outlining their accomplishments during the year. This will be evident as the convention proceeds. I do want, however, to express my sincere appreciation and gratitude to the members who have so willingly devoted themselves to their task. It has often required not only many hours, but many days of hard and sometimes tedious work. I feel sure the membership joins with me in this expression of thanks.

There have been two more or less new committees set up since we last met. I say, more or less new, because one of these committees, namely that on "Cooperation" was originally established, I believe, to work out the details of what proved to be an outstanding and successful joint convention between the A.A.I.B. and the A.A.W.B. held in Louisville two years ago. This committee was reinstituted with a somewhat broader purpose, defined by our Board of Directors as follows:

1. "Within the limitations of the philosophies and policies of the AAWB, the Committee explore and promote avenues of possible cooperation with all agencies and organizations involved in the welfare of the blind and in the prevention of blindness; and

2. "Where in the view of the Committee the AAWB's philosophies and policies are not in the best interests of the welfare of the blind and the prevention of blindness, the Committee present such views for the consideration of the Board of Directors of the A.A.W.B., to the end that the Board may at its discretion or at the discretion of the A.A.W.B. as a whole, amend or change its philosophies and policies."

This committee has met several times and we will look forward with interest to hearing their report, together with the reports of the other more long standing committees.

The second new committee is on "Long Range Planning". We are living in a fast moving and changing society. At no time in our history have such important developments occurred in respect to social and economic security than at the present time. If we are to keep pace with these fast moving changes it would seem essential that our organization be geared in such a way as to adapt itself to the changing needs of our time. It will be the responsibility of this committee to keep in touch with these changing needs and to predetermine wherever possible the plan of organization which may best fit the situation. It is hoped that this committee may not only develop a blueprint on organization planning and development, but may also work out a philosophy of our approach to the problems of the blind which will bring ultimate benefits to the highest possible peak. It will not be sufficient to merely advocate new measures. Obstacles to progress also include some ill devised or outmoded forms of assistance. They perhaps represented the best we could get at the time, but now stand in the way of something better. And so, we look forward with keen anticipation to the recommendations of this committee.

I think congratulations are due to the Program Committee. It is evident, in looking over the program, that it will be of particular interest to everybody as it is well balanced between the question of current services and fundamental thinking and planning for the future.

* Visually Handicapped.

At this point I would like to congratulate the American Foundation on the appointment of Mr. Alexander F. Handel to their staff as Consultant in Community Planning. This also is a long-range development, and will prove of inestimable assistance to our organization. It would be difficult indeed to find a more qualified person to tackle the job before him than Mr. Handel.

I would like to express my sincere appreciation to our Secretary-General for his unstinting assistance and wise counselling, and to my fellow officers and members of the Board of Directors for the cooperation which has been extended me.

I am sure the membership will join with me in congratulating our First Vice-President, who together with the Secretary-General, will officially represent the AAWB at the General Assembly of the World Council of the Blind in Paris this year.

And now, ladies and gentlemen, I would like you to join me in showing our appreciation of the Host Committee which has worked so hard to make this convention the great success I know it is going to be.

PAPERS PRESENTED AT

GENERAL SESSIONS

REPORT OF THE AMERICAN FOUNDATION FOR THE BLIND

* M. ROBERT BARNETT

Executive Director, New York, New York

There is special significance to be discovered, in what might otherwise seem to be a matter of little moment, in the arrangement of this year's convention of the American Association of Workers for the Blind. I refer to the fact that the report of the American Foundation for the Blind is called for by the program committee on one of the major, general sessions rather than during the Association's business meeting later in the week where, for a number of years, it has been customary to review the Foundation's activity report.

As you know, the Foundation of late years has changed the nature of its reports to the AAWB. We have gradually drawn away from the practice of reporting in detail the scores of specific service and research items in the Foundation's yearly record. We are finding that most of you are coming to know quite well the scope and purpose and content of the Foundation's national program. We have found other ways to keep you informed about those services which you may not know about from personal experience in the field. Our reports of late have gradually drifted toward the type of report which points up the needs of the blind and the gaps in the professional approach to meet those needs. We have felt that you, who are on the firing line all over the country, have been ready for sometime to give the Foundation the privilege of leadership of this type; in fact, that you have been more and more emphatically demanding that the Foundation should be more aggressive in its professional leadership. Hundreds of you, in more hundreds of ways, have been demonstrating your demands—occasionally criticizing us for laxity, inadequacy or imperfection, and occasionally applauding us for serving you well.

And so today, instead of reporting to you its internal operations and administrative machinations in the manner of a serf being examined by his master, the Foundation has been asked to sit with the masters at the council table of the profession to assist with information upon which to base a judgment of that profession. In making such reviews, the Foundation in no way intends to seek immunity from judgment. It must always be held strictly accountable for its actions, and it should never be beyond the reach of critics. It must never forget that it is your servant, even though the masters have given it the right to become one of your leading counselors.

So with this rather philosophical bit of mixed metaphors and homespun analogies out of our system, it is time to get down to

* Visually Handicapped.

a report of more currently meaningful material.

This year's report of the Foundation will be divided into two principal parts. The first will utilize the medium of a statement of the professional, political, financial, and public problems facing workers for the blind today as a way to indicate whether the Foundation has or has not done anything with regard to these problems, and whether it can and will do something or cannot and will not. The second part will be an effort to clarify the relationships of the Foundation to other associations and agencies in the field through a restatement of what we consider the Foundation's responsibilities.

It has been suggested that we might better use this time this year to develop certain specialized ideas extensively—ideas and problems which are not purely Foundation, specialized areas of thought which are not the Foundation's pre-empted field. It seems to me that we in work for the blind have certain distinct problems to face today—obstacles of considerable proportions which block the road ahead, and certain distinct and practical goals toward which we must direct ourselves. I will enumerate these problems and goals as I see them, making appropriate comments about each, and to the extent that we have time this morning.

Problem 1

The specialized agency for the blind is gradually being surrounded by a growing swarm of theorists whose teachings in social administration argue that the specialized agency is unfair to the total community problem of the disabled and/or the needy, and that it is actually unsound in its own approach to the blind alone. The problem—and I have numbered it number one quite deliberately—is whether the specialized agency for the blind will survive the current evolution and/or revolution toward consolidation of agency administration and program.

The Foundation has never wavered in its conviction that there are special problems incident to blindness, special in the sense that they are either peculiar to it or magnified in its presence more so than in the presence of other disabilities or economic deprivations. We have never wavered in our conviction that these special problems can be well met and in large part solved. But we also have never wavered in our conviction that efforts to solve them must be made by persons and agencies who are especially equipped to do the job. We believe that a community of any sizeable proportion should have a specialized service program for the blind, but one that is well-founded, well-staffed, and well-oriented to the total community problem and the total problem of the individual blind person. We are not "doing anything about" the growing number of instances where agencies for the blind have been consolidated into over-all welfare or rehabilitation organizations. There is not much we can do when in so many instances, the reason for the consolidation may be found in the fact that the agency was not well-founded, well-staffed or well-oriented. Only time will tell whether the mergers which have occurred will do any better. But we can and are doing something about the area of knowledge about what a good program for the blind should be, regardless of what kind of administration may be at the top. As you know, the American Association of Workers for the Blind adopted a resolution last year calling upon the Foundation to undertake and complete something which should have been done years ago. It is the establishing of criteria and standards for all phases of service programs for the blind, and the publication of those standards as a manual of guidance for those responsible for operating the programs, be they new or old. I am happy to report that the Foundation has located and retained Mr. Alexander F. Handel, a man of considerable training and experience, to begin the task as its coordinator. His plans for structuring the research, launching the study, which undoubtedly will be required, and completing the manual will be reported during other sessions of this convention.

Problem 2

This is the old, old problem of financing. Local and national agencies have always had the problem, but in my opinion, never so much as it is going to be soon. I hasten to say, however, that the problem is not primarily one of available money from a generous public. It is instead the problem again of consolidation. In the name of protection for the public, more and more of you will be forced into conformity with the rules of

joint fund raising efforts. These rules in themselves are sound and good and right, but the enforcement of them necessitates a superstructure of approval and disapproval of program plans by a financially-minded review board, whose members for the most part will be totally ignorant of and, at best, very remote from knowledge of the blind and their needs. The problem, then, is whether to join or resist control by others in our financing activities if, indeed, we have much room left for choice.

The Foundation has done nothing yet of any real value in the area of assistance to you in fund raising. We feel that we should not change our long policy of avoiding involvement between us and a local agency in the day-to-day continuing task of securing funds for operating purposes. However, we do feel that we might eventually be of aid, directly or indirectly, in devising new and unusual ways to secure capital or pilot-project funds, and to this end we have done considerable investigation. With the Blinded Veterans Association as a willing partner, we have made several stabs at the problem, each time remembering that we cannot and will not hurt a local agency. In most instances, we have been able to bring the local agency into the plan. Since none of the stabs have been anything more than that and since they have not materialized sufficiently for purposes of analysis, I will not take up your time with details. Suffice it to say, that we are learning a great deal, and your suggestions will be welcomed. As to the problem of consolidation with other local fund raising campaigns, again only time will tell. Some of you will find it helpful, some will find it hinders. Many of you will have no choice if the number of unethical promotions of other groups continue to give strength to demands by the community that all campaigns must be policed and controlled. Those of you who wish to remain independent must lose no time in proving that your program is a sound one in the community; that your policies are of the best; that your efficiency is high; and, that your ethics are beyond question.

Problem 3

The public mind is the subject of this problem. The public may seem to be an unidentifiable mass of humanity, but it is a lot of "you's" and "me's"—many of whom will be of some significance in the life of some person already blinded, many of whom will be blinded themselves, The greater understanding of proper concepts of blindness is the problem before us. It is not directly of the slightest benefit to agencies. It is, however, perhaps the greatest service, if achieved, the agencies can render the blind be they clients or strangers to the agency program—public education in its truest sense and in modern fashion.

There is little comment necessary about the Foundation's program here. All of you have received, are receiving and will continue to receive information direct from New York about our efforts to supply you with public education materials tailored to the press, radio, television, civic and fraternal group programs, bodies of citizens, and so on. We have encountered the problem of becoming near-expert in these matters, and are not yet discouraged about techniques. We have encountered another problem a bit more discouraging, however. This is the reaction of some agencies. Some local agencies would have us publicize only their one agency in a given city or state. Some have complained that our releases have "flooded them with mail". Some have been embarrassed by improper timing, on the part of ourselves, in any opportunity to secure advance clearances, and in other instances, generous quantities of advance clearance on our part have ended with complete failure and no public education at all. These incidents were to have been expected, and though discouraging at times, have not over-balanced the expressions of good will and enthusiastic "give us more of this sort of thing" that we have heard from other agencies. As always, we want you comments—good or bad.

It is interesting to note in passing, that a condensation of the reports from our Division of Public Education shows that in the past year, we have secured on behalf of the blind or agencies for the blind, total radio spot time with a commercial value of somewhere between three and five million dollars. The exploitation of our first effort, with an inexpensively prepared series of television shows, has brought a commercial value in telecast time estimated at $400,000 and with 50 stations on the waiting list, the year just

starting promises an additional $1,000,000 in free telecast time. More than 1200 radio stations are using materials supplied by us and on one radio tape series alone we know that there have been 3,250 quarter hour presentations about blindness. We already have a waiting list for a new radio tape series to be released this fall. The Division of Public Education asks me to extend its warmest thanks to you all for your helpful suggestions and constructive criticisms.

Problem 4

This not so little problem is concerned with you. I mean you, as professional workers for the blind. It is more exactly concerned with what you know about the subject. In other words, a continuing big problem for all of us who draw salaries in the name of serving the blind is to prove we have the skills for which we are paid. A world of information already is compiled for the new student, and all of us should be eternal students. But there still is not much known, and much that was known at one time is now obsolete.

You are generally familiar with the Foundation's broad research program. You may wonder, though, about the new program of research in the vocational field we began to implement a little more heavily about a year ago. We came to a decision that not all areas of vocational research would be legislatively or physically possible under the limited program of the Section of Services for the Blind, United States Office of Vocational Rehabilitation. With the benefit of conferences between us and officials of that office to guide us, we have started upon vocational research projects in such a way as will not duplicate or take away responsibilities and prerogatives which are those of the Office of Vocational Rehabilitation. The scope of our research so far is being focused on such things as the pros and cons of journalism as an occupation for blind persons; surveys of the teaching field in an attempt to determine the extent of arbitrary discrimination and what can be done about it; coordination and development of testing procedures to determine aptitudes of individuals; the over-all technique of operating and staffing and adjustment center; surveys of adequacy in training of the blind for all occupations; removal of obstacles to the blind in civil service positions; and, a host of other subjects. We have cooperated with National Industries for the Blind and the Office of Vocational Rehabilitation in beginning research in the area of home-bound industrial production, and this year expect to sponsor a national conference for policy-making officers in vending stand programs. If there is a research project which needs to be done and some other qualified agency will or cannot do it, the Foundation will be glad to consider it.

A few years ago, we announced our intention to activate a program of professional aid directed to that vital professional group generally called home teachers. Many administrative factors have prevented our implementation of this program, but it is our hope that we can go ahead with the plan through the appointment of appropriate personnel within a few weeks. In the meantime, among the many related projects we have accomplished, it should be noted that the Foundation has granted financial assistance for the publication, in braille and in inkprint, of two manuals prepared by one of the conferences of home teachers for distribution to all home teachers. The manuals are devoted to a music bibliography and a compilation of material aids to home instruction.

Problem 5

Finally, at least for the purpose of this presentation, we have the problem of services and benefits for the blind as they may now be affected by legislation or as they should be provided through new legislation. Many of us have come into work for the blind at a stage when the pioneers of earlier days already had succeeded in their efforts to secure legislative benefits of one kind or another, and some of us tend to take these benefits for granted. I am well aware that legislation as such is a rather vague sort of thing, and presents mysteries to the casual thinker which tend to confuse him in his efforts to follow the events of a congress or of a state legislature in any year. I am aware that it is extremely difficult to know what legislation has been proposed, or should be proposed, to know what to do about legislation that is bad or legislation that is good, and how in the world to know the difference between the two.

I wish to submit to you, however, that more of us must get over our "let George do it"

attitudes in the area of legislation. In my opinion, there are two strong forces steadily at work undermining the interests of the specialized agencies for the blind. On the one hand, we have large welfare and rehabilitation associations, devoted to what they call "all the needy" or "all the disabled" who have shown repeatedly that they are not in favor of specialized programs, privileges or authorities for the blind alone. The leaders and members of such groups are friendly to us, of course, and on the surface there is a history of splendid cooperation. This in no way, however, takes away from the fact that they do not agree with the historic position taken by the AAWB, the Foundation and other groups or agencies who believe in specialized effort. On the other hand, there are the extremist organizations which purport to represent the blind people themselves, who, while occasionally friendly and cooperative, make no secret of the fact that they will tolerate professional agencies for the blind only to the extent that they administratively channel benefits to blind people and without any privilege of judgment of need or evaluation of merit.

What is the Foundation doing about all this? You know, of course, that we still maintain informational services on our and your behalf to legislative bodies. The greatest goal, however, is to ask you to stand up and be counted. Do all of you really know what the interests of the professional agencies are: do you really have convictions about what is best for blind people: have you really thought out what laws should be improved and what kind of laws should be enacted to achieve the greatest good for the greatest number? How much longer are you—who, in a generalized sense, represent agencies as a group—going to be torn between the two extremes of legislative philosophy, which singly or jointly will destroy you within our lifetimes if you continue your apathy. The Foundation cannot carry all of this for you, because if you are not convinced to the point of action, then you have robbed the Foundation or your own AAWB leaders of confidence in their crusades. Elsewhere in this convention, your AAWB Legislative Committee will make its report and it will show that some good things have happened in this session of congress. I agree. However, much more good could have been accomplished if more of you had been informed, interested and active.

So much for what seem, to this one worker for the blind, our main problems, and I hope that I have given you at least a glimpse of the Foundation's efforts concerning them. There is now the problem of relationships which must be touched upon, since from time to time, I have found that that is perhaps the greatest problem for an executive director of the Foundation.

The Foundation was brought into being by representatives of local work for the blind to do the research that they could not do. They spoke for their agency or institutional employers, of course, but more fundamentally were speaking as dedicated workers who had but one objective in mind—the best interests of the blind. The Foundation, as a result, came into being not as an entity to serve other entities, but rather to fill the gaps in research and service which those entities could not fill. The Foundation has but two groups to whom it owes lasting allegiance. The first is the group of Americans who must grow and work and live without sight; and the second, is the group of Americans who do have their sight and who, through their energy and money, are disposed to help the blinded have the benefit of a full life.

From time to time, leaders of certain associational-type groups in the United States have charged that the Foundation is not cooperating with this or that group, or is antagonistic, or is usurping its privileges. These remarks usually stem from some breakdown in the Foundation's efforts to effect cooperative relationships in the drafting of policy which will guide our professional objectives, or in the pursuit of our field services, which are largely of a consultative nature. Without attempting to single out any one of these groups, but to clarify the statements I am making, I should at least indicate that I am referring to the types of organizations which are associations of superintendents and teachers in schools for the blind, directors of tax-supported, state-wide agencies for the adult blind, directors or managers of private agencies largely concerned with work shop operations, and committees of the AAWB, such as its Legislative Committee.

The Foundation would like to have a strong cooperative relationship with all such groups.

It makes sense that there can be much reciprocal good resulting from coordination and clearance of activities which affect us all. We owe it to the public, who supports us all, because of economies and efficiency which might also result. But ladies and gentlemen, the Foundation in the last analysis recognizes only the two groups mentioned earlier, the blind and their sighted friends, and in a more practical sense, is answerable only to the authority of its own Board of Trustees. We cannot give away any of the authority of that Board to some other group not responsible for maintenance of the Foundation. We would like, I repeat, a strong cooperative relationship but not the kind of relationship which can be construed to mean that the Foundation is administratively subject to the control of some other groups.

This is not meant to be unfriendly in its tone. It would have been my wish that it never would have been said at all. The staff of the Foundation has been so often criticized for activities which were not seen in the proper light of the Foundation's considered responsibility, that I feel it necessary to attempt this clarification. Our direct responsibility in the field is to that local agency, group or individual who seeks the aid which it or he feels we can and should give, and we cannot bring between it or him and us a third party, whose authority is nebulous at best. But to the extent that cooperation with other national or local associations or agencies will not mean subservience on the part of either of us to the other, we welcome cooperation in its truest sense. If we fail at times, it is because we are human. But being human and concerned with human beings, we hope that you will be human enough to understand us and extend your cooperation to us on the same basis of reciprocal respect.

Respectfully submitted,
M. Robert Barnett
Executive Director

REPORT ON THE ESTABLISHMENT AND ACHIEVEMENTS OF THE WORLD COUNCIL FOR THE WELFARE OF THE BLIND

*** COLONEL E. A. BAKER, M.C., O.B.E., President**

Managing Director, Canadian National Institute for the Blind, Toronto, Ontario

It is my privilage to present this report on the World Council for the Welfare of the Blind.

For over half a century, outstanding workers for the blind on this continent and in Europe dreamed of the establishment of a world organization. In 1931, an important world conference was held in New York City under the joint auspices of the American Foundation for the Blind, American Association of Instructors of the Blind, American Association of Workers for the Blind with the co-operation of the American Braille Press for War and Civilian Blind. Representatives from many countries attended and resolutions were passed. One resolution called for the establishment of a continuing world organization. Unfortunately, inability to reach agreement delayed action for many years. The second world war shock to civilization and those interested in the humanities revived the old hopes. As the war ended, plans were developed and on this occasion the sponsoring organizations were the American Foundation for Overseas Blind and the National Institute for the Blind, now the Royal National Institute for the Blind of Great Britain.

This time the World conference was held in Merton College, Oxford. Among the important resolutions passed by this conference were two of special significance; one provided that an International Committee should be set up with two functions; first, to present views of the conference on minimum standards in work for the blind to the United Nations agencies and otherwise seek recognition of the necessity of providing such services; second, to work for the establishment of a permanent world-wide organization for the blind. The second resolution emphasized the importance of adequate education for blind youth throughout the world and set up a committee to plan and conduct appropriate supporting action. The committee appointed

* Visually Handicapped.

to develop the world organization had for its chairman, Mr. W. McG. Eager. This committee did succeed quite effectively in bringing the Oxford resolutions to the attention of the UNITED NATIONS. It also succeeded in developing a constitution and by-laws for the World Council for the Welfare of the Blind, drafted in accordance with the laws of France and with the head office located in Paris.

At a meeting held in Paris on July 18th and 19th, 1951, a General Assembly meeting with all delegates to the Oxford conference being invited either to attend or to be represented by proxy, the Constitution and By-laws were adopted. On publication in the official journal of the appropriate French authorities on July 20th, 1951, the World Council became a legal entity. This first general meeting elected officers and members of the Executive. I was proud to accept the Assembly's invitation to serve as President of the Council. Dr. Carl Strehl of Germany and Mr. W. McG. Eagar of the United Kingdom were elected vice presidents (the latter having since resigned), Henri Amblard of France serves as treasurer and Eric T. Boulter of the American Foundation for Overseas Blind represents the United States as Secretary-General. Representatives of nine countries serve on the Council's Executive Committee.

Cooperation with Governmental and Non-Governmental Organizations

The Council early recognized that cooperation should be encouraged between on the one hand the UN and each of its specialized agencies whose work has or could have bearing on services for the blind, and on the other hand all international non-governmental organizations interested in the rehabilitations of all categories of physically handicapped persons. Conferences with UN agencies and Non-Governmental Organizations held in Geneva in February, 1950, and October, 1951, led to the creation of A) The UN Technical Working Group for the Rehabilitation of the Physically Handicapped, B) The creation of the Rehabilitation Unit of the Division of Social Welfare at United Nations headquarters, and C) The Conference of Non-Governmental Organizations interested in the Rehabilitation of the Physically Handicapped. In February, 1953, I had the privilege of attending the meeting of International Non-Governmental Organizations held in United Nations Assembly Room in New York.

In addition to adopting several resolutions of importance to the blind, that Conference provided for the establishment of a continuing permanent association of Non-Governmental Organizations. This permanent body has now been created under the name, "Conference of World Organizations Interested In the Handicapped." Our Secretary-General, Mr. E. T. Boulter, serves as Vice-Chairman of this continuing Conference. Among other matters of vital importance to the blind to be discussed at the next meeting of the UN Technical Working Group to be held in October 1954 will be efforts to evolve internationally acceptable definitions of blindness for recognition throughout the world.

If these efforts are successful the Working Group recommendations will be submitted to the UN General Assembly through the Economic and Social Council for recommendation to all member governments. Governmental recognition of these definitions would obviously affect such matters as the payment of blindness allowances (pensions for the blind), handicap allowances, social security and other grants to legally blind persons. The group is therefore studying the whole question of allowances for the blind and possibly other severely handicapped groups, maintaining throughout close contact with the World Council and other Non-Governmental Organizations.

The establishment in Cairo of the Demonstration Project for the Blind of the Middle East is a direct outcome of decisions taken at earlier meetings of the Technical Working Group in response to suggestions referred to it by the Conference of Non-Governmental Organizations. The World Council prepared and submitted the plan as a working document for the Non-Governmental Organization conference in October 1951.

The UN Technical Working Group is composed of the UN Division of Social Welfare, UNESCO, WHO, ILO, UNICEF, and for special purposes UN Technical Assistance Administration and FAO. The Conference of World Organizations Interested in the Handicapped includes such groups as International Society for the Welfare of Cripples, World Veterans Federation, International Society of Employers, representatives of the three largest

international associations of labor unions, World Medical Association, International Union for Child Welfare and International Association for the Prevention of Blindness.

Status

The World Council's role in international affairs has been recognized by its admission to Consultative Status with the UN Economic and Social Council and UNICEF.

International Conventions

During the preparation of the UNESCO Convention covering the importation of economic, social and cultural materials, representation was made for the inclusion of appliances specially designed for the blind, braille books, braille paper, etc., as items which should be admitted free of all customs duties and for the purchase of which governments were recommended to make foreign currency available. This convention has now been signed by approximately thirty countries and ratified by several national legislatures.

It is anticipated that consultation with UNESCO will lead to the inclusion of a provision allowing international travel concessions to blind persons accompanied by guides in a convention covering general international travel provisions now in course of preparation by UNESCO.

Consultative and Sub-Committees

The Council's Sub-Committee on Technical Appliances has held several meetings and has made considerable progress in encouraging the development of new media for Talking Book production. Attention has also been paid to the production of devices for communicating with the deaf-blind, research on reading machines and the study of solid dot braille. An international exhibit of technical appliances for the blind has been established at Council headquarters in Paris.

In accordance with a decision of the Oxford Conference an International Conference of Educators of Blind Youth was held in the Netherlands in August 1952 under the sponsorship of the World Council's Education Committee. Its far-reaching resolutions have since been widely circulated. The continuing International Conference of Educators of Blind Youth it created has since applied for and been granted recognition as the World Council's Consultative Committee on Education. Similar recognition has been granted to the World Braille Council which was originally created under the aegis of UNESCO to deal with all international problems surrounding the allocation of braille symbols for linguistic, music, mathematics and other purposes.

Forth-coming Conferences

An International Conference on Braille Music will be held under the joint sponsorship of WCWB and its Consultative Committee, WBC, and under UNESCO patronage in Paris from July 22 to 30, 1954. It is hoped that this Conference will lead to the universal acceptance of uniform practices for transcribing all types of music in braille, will clarify certain decisions of the 1929 Conference, will seek copyright concessions for the publication of braille music, will create procedure for the publication of international catalogues and machinery for global distribution of braille music. It will be attended by delegates from twenty countries.

The first fully representative meeting of the World Council General Assembly will be held in Paris, France, from August 5 to 14, 1954 under the title "Twentieth Century Horizons for the Blind." We now have reason to expect 65 delegates to attend from thirty countries.

WCWB Executive Meetings

In 1952, the meeting of our Executive was held in Bussum, Holland, just prior to the opening of the International Conference on the Education of Blind Youth.

In 1953, our Executive meeting was held at Como in July. At both these meetings we had good attendance, active and harmonious discussions and encouraging reports on progress.

In the early portion of this report I referred to the dream of a world organization for the blind and the long delay in its establishment. Earlier conferences undoubtedly paved the way by demonstrating the widespread desire and possibilities for such an organization.

While many resolutions came out of the earlier conferences, limited success attended the efforts of those who attempted to secure their practical application. With our World Council now established and with all concerned being fully conscious that cooperation and concerted effort alone can ensure prog-

ress, we are now in a position not only to pass resolutions on which we agree, but as well, to follow through. We have as working media the United Nations, the Conference of World Organizations Interested in the Handicapped and interested members of our General Assembly in many nations throughout the world prepared and able to undertake effective measures for the establishment and recognition of better education and service facilities for the blind. Furthermore, we are in a position to press more effectively for the prevention of blindness. We who are intimately involved in services for the blind are in the most strategic position to argue effectively for better health organizations and more active prevention methods than any other group in the world. Having been made increasingly aware of the needs of the blind and the potentially blind of the world, it becomes our inescapable duty and privilege to act.

PHILOSOPHY OF ADJUSTMENT

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May I say at the outset that what I have to say here today will hardly inspirit the Thespian Maids to flip cartwheels atop Mt. Olympus, for I must confess that I have neither the talent nor the taste for weighty discourse; the proof of which will soon be forthcoming. But I do humbly believe that this paper attains nothing, if not a happy release from professional cant, pedagogical jargon and the ubiquity of the wing-weary cliché.* And may I beg your indulgence to interpolate along the way, what, I hope, is a little comic relief.

So much spleen has been expectorated concerning the business of adjustment that any degree of detachment on which objectivity may be predicated is difficult of attainment. Many definitions are heavily laden with emotional freight and bare the hallmark of one's own prejudice. I myself must confess to have been buffeted about by many of these discordant doctrines. Hence, today it is not my intention to ring the changes on tired themes. Rather today I shall concern myself with some of the social and cultural factors which play an important role in the adjustment of the blind, namely, fund soliciting agencies for the blind, the blind beggar and Freudian psychology.

The factors that determine the nature of adjustment reside partly in the individual and partly in the environment. The attitudes which are assumed toward us because of our physical appearance affect our adjustment tendencies to the people in our environment. Those with obvious physical handicaps are generally expected to yield to others, and are apt, therefore, to become submissive unless, as a compensating mechanism, they become aggressively assertive.

The society in which we live lays down patterns to which we are expected to conform in the regulation of our behavior. Much of what we do is done because it is expected of us. Though each of us may individually decide to conform to the expectations and anticipations of society or bridle against them social forces at work are significant in the molding of the personality. "The fact of social expectancy is basic both to playing of roles and to social control." In the case of the blind individual the nature of the social participation is influenced in a profound way by the manner in which the dominant social group indicates what role and status he shall assume in the group. The blind anticipates oversolicitude and slabbersauced sympathy from the members of his environment. Even in the choice of occupations the blind individual is strongly influenced by society's limitations. Thus social and cultural factors have a profound influence on our concept of adjustment and indicate the degree to which the blind individual must make adjustments from society's point of view. And the control exercised by the attitudes of others upon our behaviour is a most pervasive and pregnant source of maladjustment.

The literature from the many agencies for

* Visually Handicapped.

the blind, which fell under my inspection, consisted of a series of pamphlets and brochures from all sections of the country. Indeed, it made Ossa look quite like a wart—such was its magnitude.

But to move to the material itself, it runs a motley gamut from good to very bad. To read some of it is to become suddenly acquainted with some of the world's worst literature. Much of it is to literature what Edgar Guest is to sincere poetry and betrays the sentiments it seeks to express. By and large, too much of it lubricatingly tells us of the plight of the blind and is oriented to the psychological fact that emotional appeal is about twice as effective as factual.

Some of the more eleemosynary, and hence more sacrosanct, of these agencies egest more promises to their benefactors than a globe gazer. Everything from egg-in-your-beer prosperity on this sublunar paradise to rapid propulsion to an everlasting bliss in the Elysian Fields is promised the giver and always the implication is hinted at that the shirker will not reach the celestial spheres. The multiplicity of appeals is soul-sickening: appeals to the heart, to the sheer joy of giving, to the urgency of giving, to the inherent and spiritual values in giving, of planned giving, of systematic giving.

Fortunately, not all agencies fall in this category and, instead of giving their donors categorical assurances of early attainment of heaven and other post-mortem rewards merely thank them intelligently for their interest in the work of the blind. Generally speaking, their approach too is more rational and realistic.

The chief stuffing of one organization addresses itself primarily to the emotions. It is pre-eminently inspirational and ecclesiastical in flavor and emphasizes the spiritual values of giving. Throughout its warp and woof run Biblical exhortations, Miltonian homiletics, the sawdust trail and the mourner's bench. Illustrative are: "Bear Ye one another's burden;" "We see through faith;" "None of us can ever bring back to the blind their sight, but we can all give a helping hand along their dark pilgrimage;" and "Give thanks for sight by helping the sightless." Such flabby moralizing and crocodilian lacrymorrhea by inference assigns the Elysian Fields to donors, and by extension, a one way ticket to lower Gehenna to sluggards. This might conceivably panic sundry sinful peripatetic cadavers with one foot in Charon's funeral barge and both eyes to business to invest in a little insurance against hell—fire insurance, so to speak—and thereby achieve heaven by a sort of statistical quid pro quo; and it might possibly suck into pliability a few lumpy matrons approaching demise and anxious for an eternity of wing-flapping in some baroque paradise.

But such golden nuggets and quivering platitudes do nothing to effect a better understanding of the blind by the seeing or help to bridge the grievous gap between these groups. They merely set the blind down as proper objects of pity and charity. By such emotionally loaded phrases every act of pity is proselytized. On the last page of one pamphlet, destined to disremembered dust, reposed this bit of dull crambo: "Keep us, O God, from pettiness; let us be large in thought, in word, in deed, etc." And wrought iron tears from Pluto's cheeks!

Man is enamoured of slogans, subtle little stereotypes which clog up his mind and more often than not achieve the inestimable duplicity of making him think he is thinking. But they are great time savers and helpful little substitutes for thinking and somehow the advertising man, politicians, and many, many others, including some of our agencies for the blind, have discovered this fact. Hence, they have become a clever control device and a chief resort of propagandists.

Many of the fund-raising agencies employ this device in their literature. "Light a candle in the darkness" is the slogan on the cover of one publication. "The lighted candle is our emblem; its light leads the blind out of darkness; its friendly warmth encourages and reassures; its far-reaching beam inspires them to greater accomplishment. What better memorial can one have than to light a candle which will shed rays of happiness for ever?" Such transparent flummery could imaginably turn on the lachrymal glands of many a donor.

"To bring light to those who sit in darkness" is the message from another association. What could possibly contribute more to the popular notion that the blind are sedentary? Beneath this quivering platitude is a sketch of a blind man, chin-up and trudging on-

ward and upward toward heights—presumably Mt. Olympus—from which an ambient light encompasses all things. Under the letterhead reposes this golden literary nugget, "I shall pass through this world but once. Any good, therefore, that I can do or any kindness that I can show to any human being let me do now. Let me not defer it or neglect it for I shall not pass this way again." There is nothing wrong with this statement; for there is certainly nothing wrong with helping fellow humans, but it reeks of pity and of emotion.

In direct antithesis to these forms of approach is this statement, "Thanks to our contributors who believe enough in one program of hope and self-help for the blind to dig down in their pockets. We feel that it is with satisfaction that you help the blind. You are helping to give dignity and self respect to the four thousand blind people we know. They have learned occupations and have become skilled, useful, providing members of society." I feel this type of writing is based on an intelligent approach, lacks emotionalism and emphasizes the positive facets of psychology.

A message from the president of another organization says, "Sentenced for life to darkness. That is the lot of the blind. No matter what the cause—birth, illness, accident, war-blindness, it is always tragic. Imagine yourself in a blackout world the rest of your life. Just think, you, the leading character in your life's drama, forced to play your part forever in darkness—until death rings down the curtain. Blindness is tragic, but not hopeless, etc." There follows the usual appeal for bullion. Again the same old cloying sentimentality, the same old emotional plea, and the same old refrain, "bring light to the blind."

Research indicates that there is much truth in the Chinese proverb, "One picture is worth a thousand words." The eye is said to be more reliable than the ear. Many of the agencies for the blind have utilized this effective psychological principle and have profusely adorned their publication pages with photographs which picture the blind at work and at play. While many are constructive, others are obviously calculated to arouse sympathy. Some convey the impression that broom and mop-making are the exclusive province of the blind, and indeed, that they are fit for no other job or profession. I am convinced that, in the task of perusing the various literature I have seen enough mops and brooms to sweep the Augean Stables.

In sum, it may be said that a sizeable amount of the literature published by fund-soliciting associations for the blind betrays an absurd ignorance of the blind man and his problems. On the other hand, a smaller number are rendering a signal service to the blind. This is not to say that the former groups are less concerned about the fortunes of the blind than the latter. The simple fact is that the former group in their aggressive zeal to cadge subscription funds are presenting to the public a portrait of the blind which bears but little correspondence to the truth. Private agencies deriving their financial support from the private citizen must stimulate their readers to part with hard dollars and cents. It is unfortunate that their literary efforts should be predicated, it would seem, upon the helplessness of the blind rather than upon their possible achievement under intelligent guidance and training. It is unfortunate that they resort to the application of modern high-pressure publicity techniques. It is equally unfortunate that they must utilize these techniques to exploit an obsolescent psychological attitude toward blindness that is shared in common by most laymen.

What are some of the effects of such propagandizing? The speaker thinks that some of the effects are as follows: namely, that the blind are precluded from employing their abilities and training by the maudlin sentimentality and prejudice of the seeing; that the blind are disadvantaged by their acceptance of the emotional attitudes with which the seeing members of society regard them; and that many blind are inclined to capitalize on these attitudes—all of which is revelatory of the extent to which welfare work for the blind exploits the emotional attitudes of the seeing public.

What of the blind beggar and his not inconsiderable contribution to the stereotype? Here is a gentleman of notable enterprise who turns his blindness to highly lucrative accounts. And yet, in certain quarters, he is accounted somewhat of a hero, an independent chap, who has spurned the petty sops of the agency and has chosen the hard way. In still other equally unassailable quarters, given to ex cathedra pronouncements, he is denom-

inated a non-conformist, if not a hero.

Admire him, if you must, but remember that this modern St. Francis, plying his via dolorosa with his scratch-box screaming in pain pouring on high-viscosity schmaltz, very often winds up as the richest clay in the local necropolis—so I am reliably informed by fancy picklers of the departed.

Of course, music, lovers, this odious Orpheus does regale us with music of a sort—such music as losing all secular timbre, ascends to Mt. Helicon, catches the ear of the Muses who straightway appear quite mistaking earth for heaven. My friends, have you not watched this sad-eyed sad sack Samson, vestured in simulated sartorial shambles, the hallmark and cognizance of his trade, sucking his sadistic sackbut as he stalks the streets seducing sheckles from sundry suckers? Have you not beheld him so and have you not listened to his mournful muse, soft pity to infuse, your cheeks blubbered with tears? Well, this web-fingered walking Dali, this Pied Piper of Gaza bids fair to pull its pillars down about our ears and smother all our good offices and efforts, if he is allowed carte blanche to ply his crafty trade on the city streets. The situation deteriorates daily. Their numbers proliferate like fruit flies, in direct proportion as the business pays off and hence is correspondingly attractive. Why, in some cities these genial gentry have a corner on each corner.

Non-conformist or no, the blind beggar presents the facade of conformity. As such he represents a valid typification of the symbol of blindness held by the dominant social group. Thus he flaccidly accepts the inferior role assigned to him by the public and renders complete his accommodation to the stereotype.

Isn't it about time that this modern Jubal with his damnable diapasons and his warping influence on attitudes be summarily enjoined from merchandizing his miseries and be ruled from the city streets.

Now I should like to talk about something that has considerable pertinency, to the matter at hand, which is to say, Freudian psychology. Although the speaker would presume to be neither a vest-pocket Freud nor a short-pants Kinsey, he would aspire to be at least twice as accurate as the former, and at least half as engrossing as the latter, for if history should fail to register the infallibility of the one, it will not neglect to chronicle the provocability of the other.

Horn a Freudian and he will split the air with a roar beside which old Texas Spindletop sounds like an asthmatic wheeze. But here the psychologists do not speak with one voice; nor are they all massed in solid phalanx in support of Freud.

Recently a brace of Freudian apologists mid-wifed a treatise in which the monstrous postulates of Freud, that master of mumbo-jumbo, are outstandingly embodied and in which an attempt is made to equate the fear of the loss of sight with the castration complex. This book received my unqualified endorsement as the "Gouk-Of-the-Month," but unfortunately my choice was outdistanced by Errol Flynn's *Great Expectations.* Subsequently, they have spawned numerous articles in which gratuitous claims are concocted in testimony to the same purport. And Zeus only knows when their literary labors—in behalf of old ipse dixit—will terminate for they appear to be as fecund as the shad, albeit not nearly so palatable. The fertility of these high priests of high octane hugger-mugger appears incredible, for no sooner do they proliferate one literary nugget then they hasten still again to bestow the fruit of their multiplying blessings upon the, by now, exophthalmic reader and hence are quickly parturient anew.

But we must be fair with these Freudian deep sea divers for they have been in Neptune's saltwash too long—and look it. Dredging for souls, they have come up with a few sea crawls. These piscatorial perigrinators are obviously suffering from psychological bends, engendered by chasing phantoms at 50 fathoms. And all they need is a little clean air—like the bed linen of an advanced enuretic.

To argue such savage nonsense that the fear of blindness and an amatory discommodation are of a piece is to give a gratuitous dignity to unredeemed filth. To credit such bogus claims and phonus balonus is to ignore that vast land between fact and fancy. To plant such presumptuous piffle in the minds of a naive public is to render a grievous disservice to the blind. To propose that this barnyard psychology can assist the blind man in his adjustment problems is to propose an absurdity.

In Freudian psychology all streams disgorge into twin cloacas—the oedipus and castration

complexes. In Freudiana land all men are divided into two parts and pursue an ambidextrous Eros, reaching impartially for either sex. In Freudian psychology all conscious virtues are merely efforts to mask secret vices. In Freudian psychology man is closer to the chimp than to the cherub—more simian than seraph. And in Freudian psychology the blind man is the low man on the Freudian totem pole.

I reject this psychology for the same reason that I reject any fairy tale, not because it wounds my moral sensibilities, but because it is intellectually repugnant. Join the Freudian fife and drum corps, go fantee with Freud, or march with the Freudian goatherd, if you will, but remember that it is a commonplace, in psychological circles, that the universality of these complexes is progressively yielding to definitive criticism.

Of course, it may be that my views are somewhat biased and jaundiced for previous incubation in a Wackford Squeers matrix may have conditioned me thus. It might be of moment here to recount a previous incarnation in which it fell to me, through some bizarre jest of the Gods, to vegetate—cabined, cribbed and confined—in the pasturized, asexual atmosphere of a residential school for the blind. Certainly not my most coveted experience. Here, in this sequestered microcosm where the world impinges only tangentially, if at all, sex lay under a powerful taboo and even botany was obscene. Here, suspended in psychic and spatial isolation, I drank from a stagnant pool instead of a Pierian spring and attempted Parnassus on a Rosinante instead of a Pegasus. Suffice it, that after nine years of umbilicular contemplation, I fled the scene, for the price of heresy is prohibitive in residential schools for the blind. Maybe the scars are deeper than I thought.

Where does the answer to the stereotype lie? The answer lies in a program of good public relations, projected on a wider basis than heretofore. Good public relations implies the public acceptance of an agency or of an individual. Intellectual exploitation of various media or channels of publicity such as a newspapers, television, motion pictures, magazines, pamphlets and word of mouth may operate as a salutary solvent to the vicious stereotype of the blind held by the public. Intelligent enlistment of the services of anthropology, sociology and social psychology may well give the quietus to these beliefs. But if our attempts to alter the blind man's environment are as feeble and as flaccid as they have been in the past, then not in Plato's years can we hope to dissipate this attitude toward the blind—an attitude which is so unreal, so biased, so disoriented and so wishful that it is not an attitude at all, but an hallucination.

PHILOSOPHY OF RECREATION FOR THE BLIND

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It is the purpose of this paper to outline our philosophy of recreation for the blind. We will not concern ourselves with the various technical aspects thereof, but the over-all motivating reasons for providing effective recreation for those who are visually handicapped, and the various reasons why recreation programmes take shape as they do, sometimes in mixed groups, sometimes quite active programmes, and sometimes less active physically.

What do we mean and understand by the term "recreation"? Generally speaking most of us, no matter how young or old we may be, like to play. Play or recreation is an important part of living for everybody. Little children spend most of their time playing, first at home and then with children in their own block, or perhaps with children in a nursery school or kindergarten, and then with their school chums. Their's is an imaginative or make believe kind of play, through which they learn as well as have fun.

Young people have to divide their time more evenly between study, work and play. Their way of playing, usually is in groups,

* Visually Handicapped.

clubs, or teams, depending on what the young person's interests, skills, or talents may be. It is through play that young people find pleasure, make friends, cultivate their talents and practice the art of getting along with others.

Middle-aged people spend less time in play, and their ways of playing may be different from a younger person's way of playing. Their play may take the form of entertaining friends in the home, or membership in a church group, service club, or some other kind of an organization. It may be in reading, or hobbies, or pastimes which they do alone, or with only one or two congenial friends.

Old people have more time but less inclination to play in an active way. However, this may be because there are not enough opportunities for old people to play in groups. When our communities do provide such opportunities, it has been found that older people enjoy and benefit from these activities. Their lives become richer by doing the things they like to do with others. From schooldays until old age most of us may choose the way we wish to occupy the time which is left to us when study or work is finished. The sum of all the things we choose to do in our leisure time we call our recreation.

In the daily life of the average individual, leisure time represents but a minor portion of his day. In analyzing the daily schedule of the average sightless person, however, leisure time represents the major portion of his day. If the leisure time activity of one's own choosing is of immense value to the average sighted person, then it must follow that the ameliorating qualities of chosen recreation are of equal, if not greater benefit to those without sight. Though we recognize that a similar need for recreation exists on the part of the sighted and the sightless, it is the solution of that need that presents the great difference between the two groups.

To understand the magnitude of this problem, it is necessary to comprehend the implications of blindness as fully as possible. What are these implications? A blanket statement cannot be accurately made on the effects of blindness. For it is the individual, his personality and resources, which will determine to what degree his handicap will affect his normal living. Blindness may restrict the individual in three basic ways. First, in his range and variety of experience; second, in his ability to get about; and, third, in his control of the environment and of himself in relation to the environment.

It is the individual's reaction to these limitations which is the most important consideration, and an area in which this recreation department, in addition to other departments of our agency, integrate their various resources to guide the individual to build up self-confidence and self-activity in leading as normal a life as possible. It is a great fallacy to assume that recreational services for the blind must of necessity be very limited. On the contrary, it is an area that can be developed to the same extent as any other recreational setting. Considerable expansion of leisure time activities, in agencies for the blind throughout the country, would mean a worthwhile service was being provided, in assisting the blind to eradicate self-consciousness about the handicap and the anti-social tendencies it may breed; the restoration of confidence in the ability to lead a self-expressive and self-directing life; in the development of the remaining senses so that their dexterities may compensate for the lack of sight; in the maintenance and acquisition of mental and physical health.

It is therefore difficult for agencies not to recognize the immense value that a constructive programme of leisure time activities offers to the education and social adjustment of the blind individual. Without the assistance of such a programme, the individual is left to his own resources, and the charity and often misguided services of friends and neighbours. They may endeavour to provide amusement and diversion, but find it difficult to provide that activity which is most beneficial and satisfying to the individual without sight. The tendency of blind individuals to lapse into listless inactivity when not required to perform some definite task, and the physical, mental, and moral consequences of such idleness are matters of no little concern.

With the rehabilitation of the individual being the principal goal of the total agency programme, the recreational phase provides a powerful and effective instrument for the accomplishment of this end. A great number of the recreational services of a community are not geared to meet the leisure time needs of the handicapped person. Many factors will influence this, including public misunder-

standing of the abilities and capacities of the individual, variation in ages, interest, experience, training, general health, economic circumstances, visual acuity and efficiency, geographic location, home atmosphere and so on.

For this reason, in 1948, Captain M. C. Robinson, National Director of the C.N.I.B. for Western Canada brought into being a department for the development of recreational activities for the blind of British Columbia and in particular the more densely populated south-west areas of the province.

The immediate objective of the new department was, and is, to meet the greatest need of the greatest number by the most effective methods; with subsequent goals being integration of blind individuals into sighted activities, and the development of leisure time activities in the home environment of the individual. In terms of actual programme content it should be understood that the blind membership can participate in and enjoy many activities similar to those of any other group, ranging from the physical to the cultural and the social. These programmes would include mass activities, interest groups, and smaller group units. In this situation the aim has been to develop those programmes which will serve a large portion of the membership before particular attention is given to the smaller group activities which would serve a limited number. Although this has been found the best way to meet the needs there are several considerations that should be taken into account. These would include natural and community resources, financing, leadership, membership, interest and needs. Examples of various types of programmes include bowling, swimming, camping, fishing, and service clubs, musical activities, social evening, square dancing, public speaking, study groups, etc. Organized on the basis of seasonal activities, the department has developed services in areas of natural interests and gradually builds in specialized services to meet the individual desires.

The group activities, whether exclusively for the blind, or involving sighted participation, provide the individual with opportunities for growth, both in personality and socially: (1) by giving the individual an experience in co-operative activity and a sense of belonging. (2) by permitting the individual to assume responsibility for planning, promoting, and carrying out activities which are related to the individual and group needs. (3) by developing the recognition of self-determination and the role of majority decision, so that the individuals and groups acquire the ability to defend convictions, but also to adjust to majority decisions. (4) by finding enjoyment and security in group relations while at the same time being able to develop further interests and group associations according to the situation. (5) by learning to develop competent leadership while at the same time contributing to that leadership. (6) by developing the contribution of individual interest and abilities to the life of the group. (7) by discovering their own needs and learning to use the assistance of others. (8) by understanding their own resources and deficiencies in specific situations. (9) by constantly widening interest, experience and contacts, and thus attaining a more mature philosophy of life. "Man doth not live by bread alone."

Recreation is not the sole factor in the readjustment of the individual. It does represent, however, another powerful instrument in total tool kit of rehabilitation. Its greatest advantage lies in the fact that its scope is so broad and far-reaching. For, by one means or another, recreation has something to offer in servicing the needs of the individual, be he young or old, rich or poor, sick or well, illiterate or cultured.

For the past several seasons, a middle-aged individual, totally deaf and totally blind since infancy, has participated in our indoor bowling programme. He had absolutely no conception or knowledge of the game. Through braille he was given a description of the sport. By devising a simple code he is able to receive from the sighted coach instant communication regarding the result of each roll. His friends, including the coach, have learned to speak the hand language and his weekly participation affords him the opportunity for exercise, competition, achievement and fellowship. This same individual participates in the sea fishing programme and has had the thrill and excitement of catching and bringing home fish. Only this Spring did he twice experience this pleasure.

Another individual, not only blind but partially paralyzed down his right side due to cerebral palsy, has been taught to bowl

and has developed into a very proficient player. Because of his paralysis it was impossible for him to bowl from a standing position. After several experiments a system was finally and successfully devised whereby he learned to bowl by sitting on a short stool near the foul line. This individual, with all his disabilities, was the second most improved bowler in our league, which consists of seventeen alleys. He has also taken up outdoor lawn-bowling and his indoor bowling training serves him to good advantage in this sport. Swimming was not out of the reach of this individual either, who despite his physical handicaps has been taught to swim, float and dive.

Our two Service Clubs, the women's Gadabouts, and men's Discus, have provided and are providing numerous blind individuals with leadership training. The chairmanship of each club rotates from year to year permitting as many individuals as possible the pleasure and experience of identification, chairmanship performance, executive responsibility, administration and management of a group. In the case of the women, various members of the executive are selected by the president to preside over designated monthly meetings. As well as the personality development aspect of these activities, another major function is the cultivation of community service consciousness. This is achieved by encouraging these clubs to conceive, plan and execute projects involving the welfare of individuals and groups in the community who are not associated with the club programme or blindness. In the several years of their existence the presidency of each club shows an interesting pattern. The first president of the Discus Club was a totally blind retired lawyer, then came a partially sighted business man, followed by a totally blind war veteran of the last war, then a partially sighted university student assumed the office, and presently the club is managed by a recently blinded engineer. In the case of the Gadabouts, we see as presidents, a totally blind young housewife, a talented partially sighted young woman, a totally blind switchboard operator and a partially sighted housewife. The Service Clubs are also utilized for public relations purposes by inviting to each activity special guests representing education, commerce, industry, groups and organizations in the community, etc., who through personal observations receive a clarification of their own perspective with regard to the handicap of blindness.

These activities, as well as all others in the recreational programme are not an end unto themselves. The individual and his fullest readjustment is our goal. The programme is a vital means to this end. The activities represent the desires and interests of the individuals who participate therein.

When desires and needs are ascertained, it is then up to the agency to facilitate them by determining what resources are required and what are available. Then through cooperative effort on the part of all concerned, the leisure time needs of the blind individual and membership is satisfied.

Food, clothing and shelter are basic necessities of life, but who is so foolish as to contend that by the provision of these essentials the total man can be assured of a happy, pleasureful life. A monarch in his palace could be a lonely, discouraged individual. We submit, therefore, that if the total personality is involved in the process of rehabilitation, then the voluntary, lawful occupation of leisure time is of paramount importance. For it has been said, "The bow cannot long stand bent, nor human frailty subsist without some lawful recreation."

THE PHILOSOPHY OF EMPLOYMENT

* LINDSAY G. WILLIAMSON

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Mr. President, Lady Chairman, Members of the American Association of Workers for the Blind, and guests:

Now I don't think I have left out anyone, but if I have I apologize for doing so.

A few months ago, when I was invited to speak at this session, I immediately felt nervous. Not because I was afraid to face such

* Visually Handicapped.

a large audience, but because of the subject on which I had to speak, which is to be "The Philosophy of Employment." That really gave me something to think about. That night at home, I had my wife pull out from the bookcase three dictionaries, and I proceeded to look up the true meaning of the word philosophy. The little dictionary in a few words stated philosophy was the science dealing with the facts and principles of reality of human nature. The second and somewhat larger dictionary stated it to be practical and moral wisdom, as well as calmness of temper and judgement. The third dictionary really swamped me; it stated the body of general principles underlying any art, science, or the like. The study of the thoughts of others as it applies to mind over matter, and behind this it said, "See psychology". I looked up psychology, and after the explanation it said, "See philosophy". At that point, I gave up the dictionary and decided to use my own version of philosophy.

Now, in my endeavor to talk on this subject I will probably tie myself into knots, but if I do so it will be no more than I expected, and if I don't I will certainly feel that I am an expert in my own field. So here goes.

Two weeks ago, while having lunch with our Colonel Baker and still giving some thought to my speaking engagement, I asked the Colonel what philosophy should a placement officer exhibit in endeavoring to successfully rehabilitate the blind. His reply was that faith, hope and charity was a philosophy which might be considered a pre-requisite by all those in work for the blind.

Let us analyze this phrase, starting off with the first word faith. Now it is my opinion that, unless we have faith in ourselves, our organization, and the people with whom we have to work, we will not be too successful in solving the problems of others. We must have faith in our fellow-man and endeavor to build up his faith in us by assisting him and serving him to the very best of our ability. "O ye of little faith, what can you hope to accomplish?"

Let us take the second word hope. We always seem to be hoping for something. If a statutory holiday comes on a Saturday, we hope that it will be kept on Friday or Monday, in order that we get an extra day off work. But becoming serious we hope that we will be able to render a service in the rehabilitation of the blind which will be outstanding. We hope that we will be able to provide all the assistance necessary to the individual, enabling him to be eventually placed in a position equal to that of the sighted. We also hope that the blind person, newly blind or otherwise, will be able to understand and absorb whatever is necessary in working out a plan which will equip him to carry on in a normal manner, regardless of where he may be eventually placed. Now we have the last charity. To me charity means a great deal more than providing assistance for someone who is in financial distress. To me kindness, patience, and being willing to lend a helping hand to those in need, as well as working with them from every angle to help them solve their problem is, I feel, true charity, always remembering that it is more blessed to give than to receive.

Don't you agree that such is good philosophy? I have two more important words which I would like to speak on for a few minutes, the first being appreciation. I think it very important that we always show our appreciation whenever and wherever possible. A little appreciation goes far in public relations. We enjoy being told that our services are appreciated, as do others whom we are working with. Don't withhold appreciation when a little in the right direction will do so much good. Such should apply on all occasions in dealing with employers, handicapped people, and yes, even your wife or best girl friend. You know how your wife smiles and perks up when you show her a little appreciation in return for her help. Blind people who have been placed have stated that their appreciation to their foreman for what he has done to help them in their work has probably meant no time off when there could have been.

My second word is co-operation. Unless we can secure the willing co-operation from all those with whom we work, our job becomes more difficult, and one of the first steps to be taken by anyone in work for the blind is to give and secure that co-operation whenever and wherever possible. In agencies and organizations it is important that everyone, regardless of his or her status, co-operate fully with each other if all departments are to

function properly, and no matter how capable a placement officer may be, he has to call on others within the organization from time to time to help him make a decision or solve a problem. We should always be willing to accept suggestions and assistance whenever it is offered, and expressing our appreciation for the co-operation given. We should never think that we know it all and that we can learn nothing more, as such is far from the truth, and I have learned much from blind people who have come to me, seeking my assistance and help. So much for appreciation and co-operation.

What is it that motivates or spurs a blind person on to better himself, or improve his situation? I have come to the conclusion that he has reached the point where he is no longer willing to accept his present situation as final and something which he has to put up with for the rest of his life of blindness. What might we consider to be the cause for the change in mind resulting in action? I have discovered many reasons, but I will only mention a few: (1) Idleness, having nothing to do and too much time to think about it. (2) Having not sufficient income to live reasonably comfortable, finding it necessary to increase that income. (3) Wishing to provide himself and his family with the necessities of life without having to rely on charity for a meager existance. (4) Wishing to be considered by his community as being capable of providing a standard of living equal to that of sighted people.

Hence, he calls on the organization or agency, hoping that together a plan of rehabilitation can be worked out which will eventually result in him achieving his desire. The wheels are then set in motion, and the preliminary start on an overall rehabilitation program for the individual is commenced. This may involve him having to accept complete rehabilitation training, and again, before he commences this training we should check the following points prior to taking the first important step: (1) Condition of the registrant's health. (2) His experience before becoming blind, and after. (3) His responsibilities. (4) The qualifications he possesses in order to select a suitable vocation. (5) Is he sincere in his desire to be willing to fit himself for a particular vocation?

The type of work that blind people are fitted into depends on what they have been able to accomplish during their overall rehabilitation training, or their experience in work before or after becoming blind, and the degree of success experienced. The work of a placement officer is not easy, and he has to carefully plan the course of action he is to take in placing the blind person on a job which will result in the placement being entirely satisfactory to the three parties involved. 1. The blind person. 2. The employer. 3. The placement officer. And to make certain that the placement is working out entirely satisfacory to all concerned, he works out a systematic follow-up procedure, in order to insure the placement being satisfactory. In securing employment opportunities, the placement officer must believe that what he has to offer is good value for any customer, and a deal which the prospective customer or employer should not pass up. He is able to provide proof of this and he should not be afraid to place all facts before the employer. If he is able to convince the employer that he has everything to gain and absolutely nothing to lose by providing work for a handicapped person, he is well on the way to making a placement.

I remember the early 30's when it was really difficult to make placements, and if we made one a month, our department celebrated. It was at that time when J. F. Clunk, whom you all know, said to me, "Selling is really not difficult, as it is only a question of making the employer see things as you want him to see them". Well, that is true, but I know in Canada we still have a few stubborn employers around. We have little trouble with the employer who admits that he is from Missouri, and is willing to be shown, and keeps an open mind on the question, and when he is shown he falls in line with our policy. Beware of the employer who agrees with everything you say, but hastens to point out dozens of factories in his vicinity who should be able to employ a number of blind people, but his plant is different and not suitable to absorb blind workers. This is the time when the placement officer has to really roll up his sleeves and go to work on management. I am sure placement officers have had this experience, but don't let such discourage you. If at first you don't succeed, try again.

In considering the overall rehabilitation of the blind, let us not forget that recreational activity plays no small part in improving the mind and health of the individual, giving him a broader outlook on life, and providing him with the opportunity he so desires to mingle with his sighted friends and neighbours, helping to destroy the feeling which he may have had of being isolated, living in a world of his own. He should be encouraged to take part in any recreational activity both at his place of work, as well as evenings and holidays. Bowling, golfing, fishing, and music all provide good recreation. All work and no play makes Jack a dull boy.

Recreation is not always remunerative. Many blind housewifes have been assisted by the home teacher in re-arranging their daily tasks which they now carry out as efficiently as they did when they could see. In one case, the housewife lost her sight, and was not permitted by the husband to do any of the housework, in case she should hurt herself or get into trouble. He provided her with a maid, and this lasted until the home teacher went into the home and convinced both the husband and the wife that she could still do her housework as well as ever, and that she, the home teacher, was willing to show her how. After a few weeks, the maid was dismissed and the wife was carrying on with her housework as she did when she could see. She was taught how to operate the mechanical gadgets in the kitchen, the electrical vacuum cleaner, and other household applicances. Again a part of the rehabilitation program.

In our organization, the Department for the Training of the Pre-school Age Child sends a pre-school worker into the home of the child and instructs the sighted parents how they should handle and treat their blind child. The parents are taught how to bring their child up in a normal manner by actual demonstration, if necessary. The child is taught and allowed to do many things in a normal manner. This is, I consider, the beginning of rebabilitation training.

It is my philosophy which makes me believe that there is a job for almost every well trained handicapped person, both in Canada and the United States if we could but find it, and providing that from those we approach we could be promised their sincere co-operation in helping us help others.

We no longer can take a chance on placing any blind person unless we are certain that he is properly trained and equipped to fill the position offered. This applies in all fields of employment, whether it be in industry, a switchboard operator, a dictaphone typist, or in the professional field. I cannot stress strong enough the importance of every organization or agency in work for the blind having a well equipped training center through which most all should pass before being placed.

In conclusion, I hope that my talk will be helpful to the cause, and if you have enjoyed it you may clap, and if you have not enjoyed it still clap for reason that here today we have the first boss I worked under who is now your President, Captain M. C. Robinson, also my second boss whom I worked under for years, your Vice President J. F. Clunk, and last but not least, my present boss whom I hope to work under for a few more years, Colonel E. A. Baker, and I would like them to feel that I have done my best to uphold the traditions of both the Canadian National Institute for the Blind, as well as the American Association of Workers for the Blind.

PHILOSOPHIES IN WORK FOR THE BLIND—OF FEDERAL GRANT-IN-AID PROGRAMS FOR REHABILITATION OF THE BLIND

JAMES H. BOND, Regional Director,

Department of Health, Education and Welfare, Dallas, Texas

Madam Chairman, Ladies, and Gentlemen:

In addition to the welcome by Governor Shivers and Mayor Hofheinz, I want to welcome all of you to this region. The choice of Houston for your 1954 convention is a compliment to the entire southwest. The city of Houston, Mr. Lon Alsup and his associates will use every resource at their command to

help make this convention an outstanding professional success, and one of great personal enjoyment.

I have known Lonnie Alsup for many years and have a very high regard for him both officially and personally. I publicly acknowledge the outstanding job Lonnie has been doing for so many years.

President Robinson, it is a great honor to be a participant on an AAWB convention program, not only because of the tremendous force your organization has had on the welfare of the blind, but also because your group includes employees and representatives of private and public agencies and facilities at all levels whose interests cover the whole field of services and assistance to the blind.

It is a wonderful achievement that so many individuals and agencies are joined together through this association to bring needed services to thousands of blind men and women so that they may become contributing citizens and that full advantage, benefits, and opportunities of our society may be theirs, notwithstanding the unequal burdens resulting from physical and mental impairments.

The concept of government in the United States is freedom of individual action and equal opportunity for all. The philosophy of the administration as applied to the programs of the department of health, education, and welfare was expressed by the President in his State of the Union message early this year.

He said, "This administration is profoundly aware of two great needs born of our living in a complex, industrial economy. First, the individual citizen must have safeguards against personal disaster inflicted by forces beyond his control. Second, the welfare of the people demands efficient and economical performance by the government of certain and indispensable social services."

With specific regard to rehabilitation, the President stated on January 18 in his special health message, "There are no statistics to portray the full depth and meaning in human terms of the rehabilitation program, but clearly it is a program that builds a better America."

The Secretary of the Department of Health, Education, and Welfare has said our programs are "Designed to safeguard and promote the welfare of the people of this country in terms of 20th century needs, without jeopardizing the traditional principles of freedom and individual initiative which have made America a great nation."

The department's concept of restoring and conserving the usefulness of human beings has been given realistic expression in the form of legislation now being considered by the Congress. The proposals constitute another step in the steady and sound growth of an activity of government which is inherently a part of the fundamental philosophies of the nation in which we live.

In fact, rehabilitation as envisaged through the Federal-State Grants-in-Aid Program is democracy in its finest form, for *it is founded on the rights and dignity and worth of the individual from which comes the strength of our nation.*

By rights, I do not mean just for the *3600* blind individuals who were rehabilitated with the assistance of the Federal-State Program last year . . . but I mean the estimated backlog of *75,000* employable blind of this country and appropriate services for every man, woman and child who sustain a visual impairment which stands between them and the realization of a job and a useful place in the community.

While my remarks are directed to the employable blind; that is, those who can be employed in competitive industry, in professions, in sheltered workshops and home industries, I want to make it clear that I appreciate and fully support the numerous other services needed by all of the 300,000 blind of our country; such as, adjustment training, recreational, social, educational, and religious, and those many proficiencies required in performing the activities of daily living.

Rehabilitation for the handicapped is just as much a right as the right to attend public school, enjoy the protection of the police and fire departments, or to enrich ones spiritual values through freedom of religion, or the rights to other forms of responsible citizenship.

Rehabilitation can spring or emerge only from a democratic system which is designed to serve the people who create it. It can grow only in a society which places a high value on the worth of the individual. The individual therefore is not a utility of our government to be conserved primarily for economic and military purposes. People are in and of

themselves the greatest value which we strive to create and sustain. This being true, we can make small justification for restricting investments which we make in the rehabilitation of the handicapped.

Miss Gruber, I am in full accord with the American Foundation report you made before a House committee hearing in which you said, "The problem of blindness in the United States connot and should not be measured in dollars and cents alone; the amount now being spent is tragically low and inadequate . . ."

Now if these rights and the worth of the individual are not to become sterile and abstract and meaningless ideas, *they must be implemented by such basic human desires and needs as useful employment, mental and physical development, and enjoyment of the esteem which comes from a life of full and useful production.*

Through vocational rehabilitation we have found a means of adding productive and useful years to life, resulting in increased goods, restoration of self-respect and greater human happiness. On the basis of the magnificent and proud record of production throughout the years and particularly during our last great struggle for survival we know that, given a reasonable opportunity, the capable blind can, and will, do their full part in creating economic goods as well as in creating good lives for themselves and their families. It is our job to see that more and more people understand the full facts as we know them.

Every citizen must realize and understand the importance of our visually handicapped citizen to our national well-being. The ability to work represents the economic foundation of a person's life. Any condition which affects the economic welfare of a considerable number of our citizens, affects the economic welfare of the nation. With all our wealth we are too poor to overlook or waste their productive potential. One of the highest objectives in rehabilitation is fitting the disabled individual into the economic framework of our society.

Proof that rehabilitation of the blind pays off also on a dollar-and-cent basis is in the fact that more than 1500 blind vending stand operators and their 2,316 employees earned more than 4.5 million dollars during the 1953 fiscal year . . . gross sales amounted to 20.6 million dollars. Net earnings of the blind operators were 3.5 million dollars. This is a magnificent example of helping severely disabled individuals move from the relief roll to the payroll. The 3,614 blind persons rehabilitated in 1951 increased their annual earnings from 655,000 before rehabilitation to $5,118,000 after rehabilitation, or an increase of 680 per cent. This rich return is further proof that in our society the best possible business is an investment in people.

It is not enough, however, that vending stand operation has been relatively well-developed or that a few large industrial employers take an enlightened view toward employing the visually handicapped. The story must be carried to the small business man whose payroll provides most of our job opportunities. It must go into every section and every community in the land. When it does, opportunity will replace prejudice and ignorance, and the blind person will have an equal chance, based on merit, of making a decent living.

Your first vice-president, Mr. Joseph Clunk, expresses it in this way, ". . . our educational campaign must continue until loss of sight is viewed from the same analytical point of view as increasing age, the loss of a foot, or the loss of hair. When this is accomplished, a blind person will continue in his normal occupation with perhaps some minor adjustments; the sighted public will expect nothing else. This can be achieved within 25 years if we advertise abilities as vigorously as we have advertized limitation."

The Department of Health, Education, and Welfare is committed to a greatly expanded rehabilitation program recognizing the problem of disablement as a matter of national, state, and local concern, with consideration for financial responsibility given to needs and ability to pay. Such a program is designed to remove or reduce, through an immediate and long range plan, legal and economic barriers to preparing the disabled individual for the highest possible vocational level of which he may be capable. We will pursue this program with all our ability.

In closing, I would like to observe that it would be difficult for one to view our complete Federal-State Rehabilitation Program, participated in by federal, state, and local governments, by private organizations such as

those represented here, by community members, by the handicapped individual's family, and most important by the disabled individual himself, without developing a deep-seated feeling of gratitude for the privilege of living in a country where the dignity and rights and worth of the individual, regardless of how severely he may be handicapped, are recognized and where a sincere effort is made to provide the disabled with assistance that will enable them to "carve out" American style a place in life that will bring happiness and security, and make it possible for them to be self-respecting, contributing members in a free democracy.

I congratulate all members of this Association on your choice of endeavor, for, to my way of thinking there is no finer cause to which men and women of high professional competence can dedicate themselves. Those of use in the department of health, education, and welfare are proud to be associated with you.

NATION-WIDE STATUS OF PREVENTION OF BLINDNESS AND OF CURRENT RESEARCH

FRANKLIN M. FOOTE, M.D.

Executive Director National Society for the Prevention of Blindness, New York, New York

The factors causing loss of sight are varied and complicated, so the approach to the prevention of blindness likewise must be varied; to some the approach may seem unnecessarily broad and complicated. This is true if you are one of those persons who would put all the blind in a single, stereotyped category—if you would put the causes of all blindness in a single pigeonhole and then proclaim that the way to win the fight against blindness is through a single approach. Some declare that research is all that is necessary, and that doing anything else is "throwing money down a rathole." Others believe that all you need to do is to provide eye clinic service and the problem of unnecessary blindness will be solved quickly. Still others are firmly convinced that a complete prevention of blindness program consists of handing out pamphlets and putting exhibits in store windows; while others maintain that, if only we could solve the problem of diabetes or the problem of retrolental fibroplasia, the only really important cause of blindness would be settled.

How can we learn the truth about this problem? I am sure that men and women, as interested in the problem as you are, realize that the narrow-minded approaches to the problem just described are a present-day version of the ancient fable of the four blind men and the elephant. Each of the dogmatic, single-minded so-called solutions to the problem is partly right and each is partly wrong, however enthusiastically it may be advocated. What is needed, however reluctant many are to admit it, is a broad, comprehensive, carefully thought out approach to the problem of preventing blindness in terms of actual needs and practical ways of meeting these needs. One of the most difficult questions I face is when an agency executive stops me in the corridor of a hotel at a meeting like this and asks for an outline in a nutshell of how he can add prevention of blindness to his agency's program. That question cannot be answered except in terms of a thorough appraisal of all that is now being done and all that is not being done in his community, and the answer cannot be given in five or ten minutes.

My present objective is to try to discuss this problem in reference to a community of 160,000,000 persons, of whom about 319,000 are blind. Taking into account the annual incidence of blindness, it is estimated that three-quarters of a million persons now living will lose their sight before they die. What can be done to reduce this staggering estimate?

The causes of blindness can be divided into two major groupings—about 10 per cent of blindness is produced by injury and about 90 per cent by disease or by congenital abnormalities. Theoretically, the 10 per cent of blindness caused by injury could be virtually eliminated, and we should redouble our efforts to reach that goal however ideal it may seem. Probably one-third to one-half of the

injuries occur in connection with occupation, and indeed nearly all of these injuries should be prevented. Certain manufacturing industries have adopted such well-rounded programs that they have been able to eliminate serious eye accidents for periods of 10 or more years; other plants conducting similar operations and with a comparable number of employees have had records of losing one or two eyes annually over the same period of years. Obviously, in such instances, elimination of eye accidents is not merely a theoretical goal but a practical one. The National Society has made a survey of eye programs in iron foundries because of their high incidence of eye injuries; this survey has disclosed that the probable reason for the high eye accident rate is simply failure in many of the iron foundries to adopt adequate sight conservation programs. To add a psychological stimulus to encourage wearing of safety glasses in industry, the National Society in 1949 accepted national sponsorship of the Wise Owl Club, in which men and women who have had their eyesight saved through conscientious wearing of safety glasses are given public recognition. At the present time 5,900 men and women who have had the sight of one or both eyes saved at the time a work accident occurred have been admitted to this honorary club and the estimated saving in compensation costs alone for this group of persons would amount to more than $25,000,000.

Likewise we believe that the prevalence of non-industrial eye injuries can be greatly reduced. We have actual evidence to this effect in states in which there is good control of the sale of the more dangerous kinds of fireworks and control of the use of air guns. Recent passage of House Resolution 116, to reinforce state laws relating to the sale of dangerous fireworks, will undoubtedly add to the saving of sight from this cause, and it was a great help to have the backing of the American Association of Workers for the Blind for this bill. Studies of children in schools for the blind have indicated further that educational efforts, aimed at parents to reduce eye injuries in this group, are paying off.

Lag in Applying Current Knowledge

Turning to the 90 per cent or more of blindness which is due to eye diseases, we find that many persons are going blind from causes for which effective methods of treatment are already available but were not applied at the proper time. For example, a review of studies of causes of blindness among 23,000 persons in seven states between 1947 and 1950 shows that about 27 per cent were blind from cataracts; yet we know that surgery for this condition is one of the most successful procedures that the ophthalmologist has to offer, resulting in improvement of vision in at least 90 per cent of the cases. A recent study by Sorsby of blind persons in England revealed similar findings of many persons blind from causes that were either preventable or were amenable to treatment even after sight had been lost. As was reported last year at the Washington meeting, a significant Baltimore study entitled "Why Are They Blind?" showed that 31 out of 100 consecutive blind persons lost their sight because of lack of knowledge on the part of the patient as to the early signs of eye trouble and the need for obtaining ophthalmic care early and carrying out competent advice when obtained. These facts show conclusively the need for greatly expanded health education of the public along the indicated lines. To this end, the National Society carries on a year-round informational program using every available method of communication, and supplies at cost to state and local agencies all kinds of materials that will assist them in reaching persons in local communities. We have found it possible to obtain better cooperation from the mass media of communication by intensifying our efforts at one particular period of the year; accordingly, with the approval of the national Advertising Council, the month of September has been proclaimed "Sight Saving Month." During the past five years this educational program has grown enormously. Last year, for example, radio stations in all 48 states made both spot announcements and carried 15-minute programs, and free time was contributed by 31 national network radio programs. In the television field free screenings of the message were carried by stations in 28 states, and at least four network shows contributed free time. The Governors of 27 states issued formal proclamations or official statements designating September as "Sight Saving Month." This year the keynote of the September campaign will be "The Most Won-

derful Eyes in Town Belong to YOU." Emphasis will be given to the need for each person to "Take care of your eyes—they'll see you through life . . ." and to support scientific research. In this educational campaign many of the agencies represented in the audience today have been most cooperative, as have been health, education and welfare departments in the various states, the four state voluntary societies for prevention of blindness or sight conservation and the nine state committees which are integral parts of the National Society. The results of the activities of volunteer business and social leaders in these state committees show what an important role they can play in carrying the message to the average man about how he can better take care of his eyesight.

Medical Social Service

In addition to information about signs of eye trouble and the need for taking care of his vision, a person threatened with loss of sight has to know where he can obtain competent eye care. This is of particular importance for persons at lower economic levels because it is far more difficult for them to learn about facilities available for necessary treatment and care. Here I believe that many agencies for the blind can play a much greater part in the future than they have up to now. The wonderful record of vocational rehabilitation services in obtaining needed eye treatment for their blind clients should be an inspiration to all public and private agencies working with visually handicapped persons. At present only 10 or 12 state programs providing aid to the needy blind are attempting to do much with regard to following up the results of eye examinations. A most important link in the chain which will bring adequate eye care to the visually handicapped person is provision of the services of a qualified medical social worker in the state agency serving the needy blind. Such a worker can put the patient in touch with the proper resources, interpret the medical recommendations to the patient and his family, and help in untold ways in the arrangements necessary to accomplish improvement or restoration of sight. Such help should not be denied any blind person, as is now the case in many states, because he lacks economic resources to pay for it or because he is over 65 years of age. I urge that organizations for the blind learn whether such a program is available to the needy blind of their state and, if not, take the necessary steps to initiate so important a program. Also, agencies for the blind should see that the blind whom they serve have a thorough ophthalmological examination which should be repeated as often as the ophthalmologist recommends and at least once in 10 or 12 years. Remarkable advances are being made in the treatment of eye diseases, and I was surprised recently, on visiting one agency, to learn that 16 out of approximately 20 blind persons in a workshop had not had an eye examination for 15 to 20 years. The least that a competent oculist can do for some of these people is to prevent further deterioration in sight.

The Maryland study already referred to showed that at least 8 per cent of the blind persons in the study lost their sight because the medical practitioner to whom they went failed to give the proper treatment and failed to refer them to an ophthalmologist who could give such treatment. For many years the National Society has tried to help to bring progress in the diagnosis and treatment of eye diseases to the attention of the family doctor. This has been done by means of exhibits at state and national meetings which are attended by general practitioners and, more recently, by providing a motion picture on glaucoma aimed specifically toward physicians. During the past three years this 22-minute film has been shown to medical groups in 41 states, to an estimated audience of 14,000 physicians. We are pleased that the Pan-American Association of Ophthalmology thought so well of the film that they requested that a Spanish version be made available. This has been done and nine Spanish prints of the film are now available for showing in Latin American countries.

Case-Finding

In the field of finding persons with eye problems early, when treatment can be most effective, two significant developments have taken place within the past year. The Cleveland Society for the Blind sponsored a "Glaucoma Day" on November 4, 1953, on which persons over the age of 40 were urged to report to one of the hospital outpatient clinics for a free examination to detect the presence of glaucoma. Preceding that date there had

been a great deal of publicity about the survey by newspapers, radio, television and other channels of communication. On that day 12,803 persons had tonometry, and 1,635 of them were found to have increased tension. The Cleveland survey confirms the findings of studies on thousands of persons in Philadelphia, as well as other studies in Oregon, Dayton, Ohio and elsewhere, that approximately 2 per cent of the population over forty has unrecognized primary glaucoma. There are many aspects of the Cleveland project which the Cleveland Society feels could be improved, nor is it likely to be repeated in Cleveland in the way in which it was conducted last year. However, the findings of 240 cases of previously undiagnosed primary glaucoma certainly is a most worthwhile outcome of the study and fully justifies all the effort that was put into it by the many cooperating organizations in that city. Before the project was carried out there were many who said that most of the people reporting for tests would be those with already diagnosed glaucoma; as a matter of fact only 22 such persons were found among the nearly 13,000 persons tested. The report will be published in detail elsewhere.

The second case-finding development has been a series of projects, sponsored by the National Society in Michigan, Indiana and Colorado, for finding preschool children with unrecognized eye conditions. These projects also will be described more fully elsewhere but deserve mention here because they clearly indicate the feasibility of case-finding among children between three and six years of age, a group about whom considerable doubt has been expressed as to the practicability of case-finding procedures and yet among whom early diagnosis is of great importance for their future.

Eye Research

The fact that 42 per cent of blindness is produced by causes unknown to science and the fact that for many eye diseases of known cause there are no satisfactory methods of treatment demonstrate beyond question the great need for both fundamental and clinical research in the blinding eye diseases. Many years of fundamental research went into the development of such so-called miracle drugs as the sulfonamides, penicillin and cortisone before these preparations could be applied in actual treatment. Yet even in these fields the possibilities for research in the future are greater than anything that has yet been done. For example, it is estimated that about 2,000 active chemical compounds similar to the sulfa drugs are known and that there are about 50,000 molds or fungi yet to be studied which might yield curative agents comparable or superior to penicillin, streptomycin, terramycin, achromycin and other antibiotics in current use. Enzymes are another group of compounds of far-reaching importance because they are essential in all life process. Our own bodies produce many kinds of enzymes, but only a few of them have been studied. The most impressive feature of these compounds is their amazing potency. For example, one pound of pepsin, the meat-digesting enzyme produced in the stomach, is so powerful that it can digest 30 tons of meat in two hours. Thus far only four enzymes have been used extensively in medicine; of these, three—hyaluronidase, streptokinase and streptodornase—have been used in the eye. While it would be premature to make any prediction about enzymes at this time, their performance to date certainly indicates that some of them are likely to occupy a very important place in medicine in the future, at least in our understanding of the disease process if not in actual therapy. One of the projects now being sponsored by the National Society with reference to retrolental fibroplasia relates to the part that certain enzymes may play in the use of oxygen by the tissues of the retina.

Not only in the study of chemical compounds such as those mentioned, but with regard to studies in basic physiology, microscopic anatomy and pathological changes in the tissues of the eye, I feel that the possibilities for future research are greater than anything done in the past fifty years, great as advances have been during that period. Last year I reported on the increase in availability of funds from both public and private resources for eye research, and I am delighted that Dr. Pearce Bailey is here today to discuss the work of the Federal Institute which is the biggest stimulus to eye research at the present time. I am sure that all of us are greatly pleased by the confidence which Congress has expressed in Dr. Bailey's Institute

by the large increase in funds voted this summer for the new fiscal year.

Despite our joy in the stimulus that governmental funds are giving to eye research, let us not forget that medical schools, eye laboratories and hospitals need adequate departments for teaching and for administration of the funds which are available to them in the form of grants. The fact that increased federal funds for grants are available to these institutions does not lessen but may actually increase the need for private individuals and non-governmental agencies to help these institutions financially in the research field. Most grants, whether from private agencies or from governmental sources, are made for a one-year period, and a university department, library or hospital cannot obtain properly qualified scientists for long-range research solely on the basis of one-year grants-in-aid. The institution needs an endowment or some assured source of unrestricted income so that it can build up a professionally qualified staff with a sense of security. Additional technical and professional personnel, equipment and supplies can be obtained from grants-in-aid, but that is not the way to build up a really efficient research department in any center. For this reason local, state and national groups should redouble their efforts to find ways to give long term financial support to such institutions so that they will be in a far better position than they are today to utilize short-term grants available from Federal and from voluntary sources. I am sure that lack of such a financial base is one of the principal reasons why hospitals and medical schools in many of the northern states have been better able to utilize effectively funds which have become available from various sources for eye research. A recent report by Dr. Deignan of the Bio-Sciences Information Exchange points up this need with specific reference, to eye research. Among all the biological sciences, Dr. Deignan reported, in 1953 a total of nearly $60,000,000 was available for support of research, of which 72 per cent came from governmental sources. In the field of eye research alone, she reported for 1953 the availability of slightly over $1,000,000, of which 84 per cent came from governmental sources. Although her report did not include local institutional funds derived from endowments, continuing operating income or grants from local foundations, it does show the great importance of governmental grants in the field of biological research and points up the fact that, with specific reference to the eye, only 16 per cent of the funds are derived from non-governmental sources compared with 28 per cent for the general field of the biological sciences.

Conclusion

We should all be encouraged by the continued progress that is being made in the whole field of blindness prevention; yet we should feel humbled by the magnitude of the problem which remains before us. The American people are spending $4,000,000 annually for non-prescribed eye lotions and more than $6,000,000 annually for eye cosmetics. Therefore it seems not unreasonable for us to ask that increased sums be made available not only to advance research but also to provide for means to bridge the gap between what we now know can be done and what is actually being done. This time-lag can be further shortened by enlarging efforts for early case-finding, public and professional education, and the provision of preventive sight restoration and vision-improvement services.

A NATIONAL PROGRAM IN EYE RESEARCH—FUTURE NEEDS

PEARCE BAILEY, M.D.

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I am here today to speak of a national program and its future needs in eye research. By a national program, I am referring to the program of the National Institute of Neurological Diseases and Blindness of the Public Health Service, which is the Federal Government's main agency for support of the medical research attack against the blinding eye disorders throughout the country.

A national program and a Federal pro-

gram, of course are not always synonymous. Yet there can be no doubt, I think, that the Institute's program has a national scope: our goals, for example, are dedicated to the relief of a major public health problem, the neurological and blinding eye disorders; we are contributing to research and training in all these fields on a national scale, and these programs involve the participation of a variety of national organizations and institutions.

Birth and Development of Program

As a national program, however, we are relatively young; we were the last of the National Institutes of Health to be established. While proposals for the establishment of a similar institute stem back as far as the year 1919, it was only after World War II in 1950 that they finally received recognition, when the Institute was created by Congress. However, even then another year was to pass before the Institute was to obtain funds for the activiation of a program. Mr. J. M. Ulmer, General Secretary of the National Foundation for Eye Research, and Mr. M. Robert Barnett, Executive Director of the American Foundation for the Blind, who were appointed by the Surgeon General of the Public Health Service to serve on our National Advisory Council, are as well aware as I am of the status of the Institute during that first barren year, when it was more of a name than substance.

These memories of nascent years of the Institute have now dimmed, probably for Mr. Barnett, too, who still serves actively on the Council. This is to say that we have both seen the Institute's appropriations grow gradually from year to year; from less than two million dollars in 1952 and 1953, to four and a half million last year and over seven and a half million this year. With our increased budget, we have been able to add to our support of research and training grants to many universities and institutions throughout the country; and in our own program at the new Clinical Center in Bethesda, Maryland; the past year has seen both clinical and laboratory scientists setting up their laboratories, initiating a program for an incisive attack on some of the many categories of neurologic and ophthalmic disability.

We are not yet full grown, but we have begun to feel our gathering adolescent strength; we are beginning to assume those research and training responsibilities which were granted us in Public Law 692—the law by which Congress created the Institute.

Research Responsibilities

Now what are our research responsibilities? They are to search for better means of prevention, treatment, and rehabilitation of the millions of Americans afflicted with crippling neurologic and blinding eye disorders. To this end, of course, while each year has seen our increased strength to bolster a research attack on these tragic disturbances, we must necessarily focus our attention most sharply on those chronic conditions which affect the largest number of our people over the longest period of time. In eye research, therefore, of greatest concern to us are the sufferers from cataract, glaucoma, uveitis, diabetic retinopathy, and other chronic disabilities resulting from disease or injury.

To meet these responsibilities, our greatest need in the past has been for adequate facilities and manpower—for research space, research equipment and for high calibre scientists to utilize them. With the increase in our budget this year some of these needs can be fulfilled. As I speak to you now, our research mission against the blinding eye diseases is burgeoning, and we look forward to more than doubling or tripling our efforts against these disabilities in the months to come.

Concept of Team Action

But important as it has been to increase our volume of effort in the study of disease, volume of effort alone can never be the sole condition of research progress. Central to the orientation of any national program today is the preservation of one major concept—I am now speaking of team action. It is this concept which has been the guiding force in the conduct of our past efforts and to its extension we see the fulfillment of some of our future needs.

In these days of ultrascientific research, the portrait of the "man in white" engaged alone in contest with the forces of nature is almost pure anomaly. Research is now too complex; our knowledge has so increased in the basic sciences, which were once within the compe-

tence of a single investigator, that now they are continually dividing into new and separate disciplines, and one specialist, working on one aspect of the eye, talking to another working on another aspect, may not even be understood, though they are both concerned with problems of vision.

New, complex precision instruments, new, complex methodologies, also require their own specialists in modern research. To understand the mechanisms of sight, to study the disorders of the eye, therefore, commands the development of coordinated research teams in action. For scientific progress, individual creative genius, of course, is still required, but today it no longer can afford to be exclusive.

Team Action: Patient and Scientist

In the team action attack which characterizes the Institute's research offensive against the neurological and sensory disorders, scientist, as I have indicated, must work closely with scientist, but even more recently, the patient, too, has come to play an increasingly significant role as a member of a research team. Let me illustrate by telling you something of a former patient at our Clinical Center, Mr. Joseph Unger.

Mr. Unger is now 42 years old. Since the age of two, he has suffered from epileptic seizures, averaging approximately one a day. As a result, his formal schooling had to be terminated at the seventh grade; he has never been able to seek employment; he has never married; he has never even left the house without the company of his aunt, who lives with him and his invalid mother.

Mr. Unger was first admitted to clinical study of epilepsy this past October. He came to the Clinical Center to undergo a surgical procedure developed in recent years for the treatment of psychomotor epilepsy. He came to have a section of the brain's temporal lobe excised in the hope that this operation would relieve his seizures.

Mr. Unger, as I say, came for treatment, and indeed, today, his seizures have been eliminated; he is searching for a job, and for the first time he is enjoying life. But Mr. Unger also came as a research patient—as a member of a research team—and the epileptic tissue, which was removed from his brain and the brains of others like him, has been used with promising results to study the biochemical basis of epilepsy with a view to overcoming any chemical deficits, which may be present in this disorder.

Team Action: Institute and Institute

Mr. Unger's case provides a good example of team action between scientist and scientist (in this instance a neurosurgeon and biochemist), but the fulfillment of a single scientific research study may require the interaction of other coordinated processes, such as between Institute and Institute.

As an illustration, a patient of ours, whom we shall call John Smith, is now thirty-one years old. Since March, 1953, almost a year before we saw him, he had been suffering from impaired vision due to inflammation of the anterior part of the eye. During the course of that year, his condition has been variously diagnosed and he had been treated with penicillin, cortisone, vitamin B-12, and persoline. His sight, however, continued to deteriorate, and by January, 1954, his vision was 20-200 in the right eye, 20-70 in the left eye.

At that time he lost his job as statistician in the War Department, due to failing vision. The Washington, D. C. Chapter of the National Foundation for the Blind found him another job, then still another, but his sight at this point did not enable him to carry on effectively in his new occupations. Mr. Smith was desperate; his wife was pregnant; his mother was in need of an operation, and by the time he came to us, did not, as he said, "know which way to turn."

The way in which Mr. Smith came to us, I should tell you, was through an ophthalmologist in the Washington area, recommended to him originally by the National Foundation for the Blind. He then was diagnosed as having uveitis, and because this ophthalmologist knew of our research interest in this condition, Mr. Smith was referred to the Institute's program at the Clinical Center in May of this year.

This referral was no accident; through the country, ophthalmologists know that we are studying uveitis. If they suspect their patients may be suffering this disorder, they send us the patient's blood serum for analysis, and if the analysis proves positive, they send the patients, too. This is a part of the cooperative

network between practicing physicians and Institute scientists which makes the uveitis study possible.

Mr. Smith's admission to the Clinical Center, however, was not the first step in the process of team action which we hope will lead to a cure for certain types of uveitis. The process of team action had begun earlier in the year when a scientist of the National Microbiological Institute, with the cooperation of the Armed Forces Institute of Pathology, had first isolated the toxoplasma organism in the eye of a patient with granulomatous uveitis. That toxoplasma might be the cause of granulomatous uveitis had long been suspected but never substantiated. Its discovery stimulated the National Institute of Neurological Diseases and Blindness and the National Microbiological Institute into a joint program to find a specific treatment for this incurable disorder.

In the past few months, an ophthalmologist and a microbiologist have both been engaged in trying to create an experimental uveitis in animals. This is a necessary procedure for two reasons: one, we have to learn more of the peculiar habits of toxoplasma in the eye, and obviously can only enucleate the animal eye to do so; and, two, an experimental uveitis in animals also gives us the opportunity to test various drugs without endangering human patients.

As a result of our cooperative efforts, uveitis was created consistently in rabbits, and the way now lay open for our Institute to develop a treatment for the disease. When Mr. Smith came to us he was only one of a number of patients who became part of the experimental team endeavoring to see whether the drugs we had tested successfully in rabbit uveitis would be successful in the treatment of human uveitis.

One drug we have tested seems to be particularly useful, and Mr. Smith's vision is now 20-50 in the right eye, 20-25 in the left, with further improvement a definite possibility. Mr. Smith is back at work at his old job in the War Department, and while his wife's and his mother's hospitalizations still remain an economic burden to him, he faces them with normal equanimity.

We do not yet know whether Mr. Smith is cured; we must wait and see what will happen to his vision in the future. But if the victims of uveitis will benefit from this research, now or in the future, it will be from this kind of team action in research between patient and scientist and between Institute and Institute.

Team Actions: Research Institute and Private Agencies

Most of you probably are aware of the cooperative research project now under way to discover whether the administration of high tension oxygen to premature infants is a cause of retrolental fibroplasia. Some experimental evidence that this might be true came from an Institute grantee who demonstrated that the administration of high tension oxygen to prematurely born animals produced a pathologic condition in the eyes of these animals similar to that found in infants with retrolental fibroplasia.

To discover a quick "yes" or "no" answer as to the role of high tension oxygen in retrolental fibroplasia is not as simple as it might appear superficially. No single hospital could give the answer within a short time; even in the space of a year or two, not enough premature children would be admitted to just one hospital to make the study statistically valid.

So the Institute, through its grants program, participated in the development of a research project which may well set a pattern for similar cooperative investigations in years to come.

For almost a year now, thirty-six investigators have been working in eighteen different hospitals throughout the United States under a single, coordinated, master plan, in order to determine as accurately and rapidly as possible whether high tension oxygen is implicated in retrolental fibroplasia. Here in team action between scientist and scientist, hospital and hospital, and I should also tell you, between research institute and private agencies, for this study is also being supported by the National Society for the Prevention of Blindness and the National Foundation for Eye Research.

Team Action: International

Team action in research, of course, even crosses national boundaries. In perhaps no other field of endeavor is constant cross-ferti-

lization of knowledge so necessary. It is for this reason that technical scientific journals of one country circulate in others on a large scale, and in every major scientific field, the international conference has become an important habit for the advancement of scientific knowledge.

It was for this reason that the Institute last Spring called a conference on Regeneration in the Central Nervous System, bringing together the leading authorities in the United States, Great Britain, Canada and Australia. Their purpose was to obtain a clear view of the progress of nerve regeneration and to discuss the means by which this significant scientific work could be furthered.

Nerve tissue of the central nervous system, once damaged or destroyed, cannot, in the light of our present knowledge, be repaired. Its permanent destruction is responsibile for such disorders as paraplegia, hemiplegia and optic nerve atrophy, which, as you know, is caused by certain degenerative diseases of the eye, most notably glaucoma, and by industrial injuries and accidents. If regeneration of the optic nerve could be achieved, a large percentage of those who have suffered partial or total loss of vision might regain their sight.

While nerve regeneration has never been believed possible, the consensus of distinguished opinion at the conference now indicated that this is not necessarily true. Some of the supporting evidence has been provided by members of our Bethesda staff, by Dr. William F. Windle, who has demonstrated such structural regeneration in the spinal cords of animals, and by Dr. Roger Sperry, who has brilliantly elucidated the regeneration in the optic nerves of amphibians. A focal point of discussion at the conference concerned the development of methodologies which might bring to man what has been achieved in animals.

Moreover the conference laid the basis for future international team action as well. Cross suggestions for the development of present work in this field will undoubtedly speed its course; arrangements for closer communication on various complex problems have been arranged, and possibly most important, the future distribution of the findings presented at the conference will undoubtedly stimulate other investigators throughout the world to enter what was previously regarded a hopeless field.

Future Needs

In conclusion, I might add that this telescoped dissertation on a national program in eye research, as delineated by the program of the National Institute of Neurological Diseases and Blindness, finally leads us to the problem of our needs in the future. In a way, I have touched on this problem already when I mentioned the need of increased research facilities and of structuring a dynamic concept of team action, if we are to develop a truly fruitful attack on blindness and the blinding eye disorders. So far, I believe that our progress has been gratifying in these two respects. The Institute has more than doubled its research volume in each of two successive years; and, as I have endeavored to show, we have set a pattern of team action in research calling for a coalition of scientist with scientist, of patient with scientist, of Institute with Institute, of Institute with private agencies, and of country with country. All of this is on the constructive side.

Yet there is still a glaring need, or serious gap, in the field of eye research which until now I have not mentioned. As some of you know, there are many highly qualified clinical ophthalmologists in the United States, but only a relatively few have directed their talents to eye research. By the same token, there are brilliant investigators in the basic medical sciences, but only a shockingly few, less than a dozen, are devoting their genius to the problems created by blindness and blinding eye disorders. Briefly, therefore, the critical need for the present and future of benefits which might accrue from eye research, is the training of more, many more, top scientists whose ambition will be to explore this unchartered field, particularly in relation to biophysics and biochemistry.

If we consider ways to overcome this critical deficit in scientific manpower, several possibilities come to mind. Some of our universities are in a position to initiate or expand training programs in eye research which would attract promising young men. In this regard I am glad to announce that last year, for the first time, the Institute was appropriated funds to support graduate training pro-

grams in medical schools which wish to increase the number of clinical teachers and clinical researchers in ophthalmic disorders. Last year we made grants to six medical schools for this purpose, and inasmuch as this appropriation was increased for the current year, we now are in a position to expand these activities.

In the final analysis, however, experience has impressed me that for a research program to have a progressive and enduring quality, it must be highly charged from grass roots' strength. By this, I mean that impetus must come from its only inspirational source, that is, from the blind themselves or those afflicted with blinding eye disorders, their relatives and friends, together with their surrogates—the many welfare agencies for the blind. When these parties completely join the national effort in a team action pattern, then eye research and its expected rewards at long last can reach out for its due.

DEVELOPMENT OF A STATE-WIDE PROGRAM OF PREVENTION OF BLINDNESS

* GEORGE J. EMANUELE

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In preparing for this paper I investigated programs in operation throughout the country and asked Dr. Foote of the National Society for the Prevention of Blindness for his assistance. I learned that although the types of services in different states varied they fell under the classification or prevention of blindness activities. I found that, (1) very few states provided these services through one agency, and (2) that certain agencies were restricted by law to serve specific groups only because of eligibility requirements.

The types of prevention of blindness activities include (1) the promotion and establishment of sight saving classes, (2) eye clinics, (3) educational activities concerning the function of the eye and prevention of blindness, (4) providing medication to eyes of new born babies and most important of all, (5) providing diagnostic eye examination, treatment, surgery and hospital care. It was found that no one single agency administered all of these services.

Type of agencies and groups performing these activities. Health units with prevention of disease as their goal have been responsible for cutting down the number of babies being born blind through prophylactic measures, (silver nitrate) at birth. They have accepted responsibility for visual screening in schools, for promoting prevention of eye disease and treatment program and providing hospitalization. Commissions for the blind, department of state institutions, department of welfare, in the majority, operate a *direct service* program providing individual ophthalmological examination, treatment, surgery and hospitalization for the *needy*. The many private prevention of blindness societies, with the cooperation of hospitals and health groups, devote time and effort to educational programs, value of which is not to be minimized.

Dr. Foote is in a better position to estimate the number of eye injuries that have been prevented, number of eyes that have been prevented from going blind, as a result of organized public education, and, our experience in Florida leads us to believe that the number is quite substantial. The participation of children in sight conservation assemblies, poster contests and skits, reveals the absorption of information resulting in familiarity of the importance of maintaining good eye health.

Public Law 113: Under Public Law 113, Division of State Agencies providing rehabilitation service enter into sight restoration which very often involved preventing further blindness, when the person's eye condition is substantial and constitutes a vocational handicap. Under the same law the designated agencies for the blind also provide diagnosis, treatment and surgery in restoring maximum vision. Feasibility for eventual employment as a pre-requisite demands that stress be placed upon sight restoration rather than actual pre-

* Visually Handicapped.

vention of blindness, which makes ineligible a large group for direct services and unfortunate is he living within a state where no other agency or group is available or responsible for helping. The many children under the age of 16 and the increasing older group who are unemployable but in danger of loss of vision cannot be helped under Public Law 113.

In addition, the group falling in-between the two age groups, where the eye condition may be chronic or acute, but does not constitute a vocational handicap *but in need of eye care,* may not be eligible under Public Law 113 and he too must seek help elsewhere.

Program in Florida: There are a few states carrying on a prevention of blindness-sight restoration program similar to that in Florida and I would like to describe some of the activities which attempt to meet the eye needs of the majority *without discrimination* and *restrictions* other than *determination of financial need* and *seriousness of eye condition.* The program in Florida attempts to meet the eye care needs of as many people as possible regardless of age and employability. The designated state agency, the Florida Council for the Blind, carries on a program of prevention of blindness, sight restoration, the vocational rehabilitation of the blind and personal and social adjustment of blind of any age, with the aid of state and federal funds. So long as a person is referred with a suspicion of progressive eye condition and cannot afford to pay for eye examination, eye examination by an ophthalmologist is provided first. Regardless of eligibility for rehabilitation services, surgery and treatment are provided when the ophthalmologist indicates a need for such. The possibility of restoring sight along with physical restoration is the primary thought when the rehabilitation diagnosis of a blind person is in process. Those found in need of glasses only are *not* eligible for services. Based upon value to children, glasses will be provided to the school age group.

What are some of the prevention of blindness services available in Florida and in other states carrying on similar state-wide activities? The following are a few:

1. *Special Education of the Visually Impaired:*

As part of a promotional activity sight saving classes were initiated and supported by this agency. While the school now accepts responsibility for special educational needs, special equipment, professional guidance and know-how continue to be available through this agency. The goal was and still is conserving and preventing further loss of sight.

2. *Public Education:*

Sight conservation week, poster contests in schools, assemblies, institutes, radio and TV programs concerning prevention of blindness, good eye health, continues to be a major program through this agency. Dr. Foote should be mentioned at this time concerning his organization constantly supplying the type of technical information needed in the form of literature, pamphlets, and current events which enables this and other agencies to carry on prevention activities. The goal here is prevention of blindness.

3. *Case Finding:*

Visual screening in schools and in industry. Utilization of other federal, state, civic and private groups in referring clients is a continuous function. Having a small field staff, these agencies and groups have been most cooperative in selecting those clients who appear to be eligible. Goal is early detection and preventing serious loss of sight.

4. *Direct Case Services:*

The foundation of a sound prevention of blindness program to the majority within a state is the ability to provide direct and actual eye medical care and they are, complete eye medical diagnosis treatment, surgery and hospitalization. These services are provided through the Council in Florida. Those not eligible for rehabilitation services, state funds must be used only. The many ophthalmologists on our Panel realize the importance of this type of program and the fact that there is limited state funds. Therefore, they provide surgery and treatment free for this group. Hospitalization, incidental care is met by this agency. When funds are depleted the civic groups, particularly Lions Clubs, come forth with financial support.

5. *Cooperating Agencies, (Community Resources)*

The health units are continually alert in preventing diseases, including eye diseases.

Example is a follow-up of glaucoma. If an eye report reveals a history of glaucoma the Council continues to follow recommendation for hospitalization, surgury, treatment and continued medication. Depending upon other individual needs, the Council will provide other services but cannot continue to be re-
eight months after the above substantial medi-
sponsible for eye medical care beyond six to
cal services have been provided. Dr. Sowder, State Health Officer, was contacted and the importance of long term follow-up of glaucoma cases was discussed.

It was explained that if this disease, which has been arrested through medical treatment, is to continue to be kept under control, a large number of these clients need to be contacted periodically. Unanimously the many health units volunteered to follow up these cases and this is in operation today.

Welfare units routinely refer with an eye report, new recipients of aid to the blind to determine whether treatment and surgery could restore or prevent further loss of sight.

It is my belief that the program in Florida is an example of teamwork with other agencies and groups. The Council has a small field staff. Since there are a large number of state welfare units and county health units with a much larger field staff, they become our source of case finding and referral. It would be difficult to carry on these activities without the help of local and private groups and the two agencies mentioned above. The following attempts to show that our ability to provide major prevention of blindness services is possible only through teamwork.

(A) *Special Education*—Now the responsibility of schools. The Council supplies special educational tools and information.

(B) *Visual Screening, Schools and Industry* —Education, material and professional knowledge provided and sponsored by the Florida Council for the Blind. Parents, teachers and volunteers carry out actual screening.

(C) *Case Fnding:* As stated above, success in case finding is possible only with the cooperation of other agencies.

(D) *Ophthalmologist:* Actual eye medical care is possible for the unemployable children, aged group only through the cooperation and generosity of ophthalmologists.

Concerning the Title of the Paper: Development of a state-wide program of prevention of blindness. Let us resort to the question and answer method of stimulating interest in this very important subject, for that is why I am here—to champion bigger and better prevention of blindness programs, state-wide.

1. *Q*—Is this program necessary?
   A—You be the judge. The following figures refer to causes of blindness in adults: Glaucoma is responsible for 12% of the cases of blindness and is 50% preventable. Infectious disease causes 23% of the cases of blindness and is 70% preventable. Injuries cause 9% of the cases and substantially 90% are preventable. No attempt is made here to explain untold amount of human suffering, loss of production, cost of compensation and medical expense.

I wish I could be sufficiently dramatic to emphasize the vital importance of an active prevention of blindness program and a state-wide educational program for all indigent. Dr. Foote just forwarded a pamphlet to me titled "Why Are They Blind", based upon a study of blind persons known at Johns Hopkins Hospital, Baltimore, Maryland. Briefly the hospital found that the blindness of 65 out of 104 might have been prevented. They found of importance:

1. Lack of public education (physician)
   (A) Education of Medical Profession.
2. Rural areas waited until practically blind before asking for help.
3. Glaucoma, lack of realization that eye condition was serious.
   (A) Ignoring or not recognizing early symptoms.
   (B) Delaying application for treatment.
   (C) Minimized importance of failing eyesight, not realizing that it might be a symptom of a serious eye disease.
2. *Q*—Who should be responsible?
   A—*Everybody. Availability of services for all in need,* including those in very small communities, is the important problem. Learning a lesson from states that are *helping the majority,* it should be noted that state-wide program was possible through the availability of state funds and also having the benefit of federal funds to meet rehabilitation cost. This refers to state-wide pro-

grams that provide diagnosis, surgery and treatment and hospitalization.

3. *Q*—Is it desirable to have one agency administer all prevention of blindness services?

   A—Not necessarily. While experience teaches us that state and federal funds may be necessary to start the program, here too we *need the community to recognize their responsibility*. The health-welfare organizations, local prevention of blindness societies, hospitals, civic groups and state agencies can also do a good job.

4. *Q*—If local, private and civic groups accepted the responsibility for prevention of blindness activities, would there be any problems?

   A—Yes, when the program does not have the participation or support of major agencies and the geographical area of the state is sizable and spread out, the private and small agencies are generally limited in funds and do not feel responsible for areas outside of their jurisdiction. Also, unless these local groups are well supported financially and unless eye clinics are included in the program it becomes difficult to meet eye cost for actual eye medical care. Therefore, a good portion of the unfortunate and indigent remain unattended.

5. *Q*—What is the answer?

   A—(A) Survey the resources of the state.

   (B) Ask the help of the National Society for the Prevention of Blindness in carrying on the survey.

   (C) Investigate the number in need of eye care.

   (D) After you have the above information, hold a meeting with health and welfare groups, state and local, civic groups and prevention of blindness societies. It is evident that there is a need for *coordinating our activities,* for *pooling our resources* and add to what is in existence to meet the needs of those difficult to reach outside of populated areas and remaining unattended. Eye clinics in cities are a must, educational programs are indispensable. Let's take stock and determine the value of what is in operation and then determine what needs expansion and additions.

I want to leave you with one question and that is, how many of us in this audience can say that we would not have been here if we had known more about eyes and their care, the importance of early detection of eye disease and if treatment and surgery had been available?

My eye condition is hereditary and the only solution would have been for my parents not to have had me. But, if they had consulted me, I do not believe that I would have had the heart to have denied them the pleasures involved.

OPTICAL AIDS FOR PERSONS WITH RESIDUAL VISION—

A New Program at The Industrial Home for the Blind in Brooklyn

* LOUIS J. BETTICA

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Most of you were present at our last AAWB Convention in Washington, at which time Mr. Salmon spoke for a minute or two of our newly formalized Optical Aids Service and promised a more comprehensive statement of this service at a future date.

At this meeting, we are presenting to you a picture of our program after fifteen months of continuous operation. We are as excited about this program today as we were during its initial days.

Before we go any further, a brief history seems to be in order at this time. The Industrial Home for the Blind has been, for many years, aware of the fact that blind persons with residual vision were not only failing

* Visually Handicapped.

to utilize their vision to advantage, but in many instances they were actually discouraged from doing so.

In 1942, The Industrial Home for the blind, together with Dr. Lillian Gilbreth, noted industrial engineer, called together illuminating engineers from the General Electric Company, for the planning of an adequate industrial lighting system to replace the antiquated type of lighting fixtures so common to shops of that era. The Pittsburgh Plate Glass Company was called in for advice on proper color schemes to supplement the new lighting system. In addition to these companies, we had the full cooperation of the Prevention of Blindness Service of the New York State Commission for the Blind and the National Society for the Prevention of Blindness.

The outcome of this was the development of a fluorescent lighting system, providing a high level of general illumination—avoiding shadows—30 to 50 foot candlepower—and a glare-free paint surface. We have been told that this combination is one of the finest of its kind, and it has been used as a model by the Consolidated Edison Company in its discussions of industrial lighting throughout the Metropolitan area of New York.

It was immediately evident that not only did this combination create a more suitable and pleasant environment for work, which in itself, was a tremendous morale-builder among our clients, but also provided a stimulant for clients with residual vision. In addition to the glare-free paint, which we use for all background color, points of reference, guide lines, banisters, doorways, etc—and points of possible danger—pillars, hand-trucks, belt housings, etc.—are painted orange for easy detection and visual orientation.

Every client is encouraged to use whatever residual vision he may enjoy to the highest degree consistent with safety and efficiency. It was in line with this policy that our Optical Aids Service was initiated in January of 1952.

In the beginning, our Optical Aids Service consisted of the stocking of as wide a variety of magnifiers as could be obtained, and the providing of an opportunity for those clients who could safely use magnification to select through trial and error the magnification most suitable for them individually.

During the subsequent year, the magnifying glasses stocked ranged from 11 diopters in strength to a 10X illuminated magnifier, and in addition to this, the megescope produced by the American Foundation for the Blind was also made available to our clients. We have managed to obtain 14 different types of magnifiers within this group, thereby giving each client an unusual opportunity to explore the possible benefits for him offered by a wide variety of magnification.

During the initial 13-month period, 49 persons availed themselves of this service. Of this number, only 5 could not be helped. Among the remaining 44, 20 persons used a magnifying glass for the first time because they have not been able to locate a suitable one before this program. The other 24 received substantial improvement. However, it was becoming evident that the work being carried on under this program during the year 1952 was only a superficial attempt at solving a problem which seemed to involve a need to render a more thorough optometric service to a group whose visual needs had been largely neglected, despite the fact that they showed urgent need of optometric assistance and a great potential for being benefited.

A visit to the office of Dr. William Feinbloom, a New York optometrist, early in 1953, proved beyond the shadow of a doubt that not only would the new Feinbloom microscopics be beneficial, but that some of our clients could be helped with the same identical lenses which have been in the trial cases of practitioners for years.

Dr. Feinbloom, who subsequently agreed to serve as consultant on optical aids to our agency, recommended Dr. George O. Hellinger, who was appointed as our agency's staff optometrist.

The Industrial Home for the Blind has always looked toward the ophthalmologist for the eye care of its clients. Its Optical Aids Service has been integrated into a broad program of eye care, which is carried forward under the general supervision of its ophthalmologist.

The Optical Aids Program functions basically in this manner: the client must express a desire for an optometric examination to our Social Service Department. When this is done, a report on a recent ophthalmological examination is obtained on a standard form, and if the client has not been examined by

an ophthalmologist within two years, our Social Service Department arranges for him to be re-examined by his ophthalmologist, or if necessary, is examined by our ophthalmologist in order that the form may be properly completed. If magnification is not contra-indicated, and if medical or surgical treatment is not recommended, he is then referred to the Optical Aids Service.

Before the client sees the optometrist, it is part of my function to acquaint the client with the procedure and purpose of the optometric examination that he is to receive. It is also my function to provide the client with whatever information may be required by way of explaining, or augmenting, the information given him by the optometrist during the course of his examination, and to help the client in the training and follow-up work essential to his achievement of the best possible use of the lenses that have been prescribed for him. This counseling and guidance service holds important psychological value, serving to prepare the client for the Optical Aids Service, to help him make best use of this service, and to avoid serious disappointment in the event that the service is unable to give him the help he is seeking.

The majority of clients usually know their particular problem and are able to state for themselves exactly what they need most. However, in some cases, our optometrist and I assist the client in coming to a decision as to which lenses are most desirable for him, or as to whether or not he should make use of special lenses at all.

Optometric examinations were started on a half-day per week basis in March of 1953, and were increased to one full day per week in May of that year. Because of the continuing heavy demands on the program, in May of this year we were forced to inaugurate a temporary two day per week schedule.

Up until May 23, 1954, at which time I spoke to the 59th Convention of the New York State Optometric Association, very little and very conservative publicity was given to this program, so as not to build up over-optimism among those blind persons who could not derive benefit from it. Despite this, and considering the fact that the services of our Optical Aids Program is offered only to those clients who ask for it, we believe that the heavy demand on the program is a fine compliment to our optometrist and a remarkable testimony to the exceptional benefits that have resulted from it.

As an indication of the intense interest in such a program, my talk at the Optometric Convention was carried by newspapers in almost every hamlet and city in the United States, and in almost all of the foreign countries this side of the Iron Curtain. Somewhat similar air coverage was given to this talk. The public has responded to the tune of over 500 telephone calls within the first three weeks after the delivery of this speech. Aside from this, we have had considerable indication that a great number of persons, who felt they could be helped, have asked individuals whom they regard as authorities about the possibility of their receiving assistance through the medium of these special lenses.

The average practitioner is not in a position to provide an adequate service to persons with very low visual acuity because his clientele does not include enough persons to enable him to gain the experience, and to justify his stocking the materials necessary for him to do a competent job in this area of work.

It seems, therefore, that a program of this kind should be undertaken by agencies for the blind who have in their clientele a high proportion of persons who could benefit from this service. If we can accept the statistics, which indicate that there are 308,000 legally blind persons in this country, and that only 25% of these are totally blind, our experience at the IHB would suggest that at least 150,000 of the 225,000 remaining persons could be given some help through the means of a thorough optometric examination. Needless to say, helping the legally blind group in this manner will not only provide satisfactory results for them but will also develop a type of service which will be able to aid the hundreds of thousands of persons with subnormal vision, who, though not sufficiently handicapped to be classified as blind, have a real need for visual aid.

No client is refused an optometric examination, as we are anxious not to leave any client, no matter how obvious it may be that he has no usable vision, with the feeling that he has not had the fullest advantage of the optical aids service we offer.

The first of the two sets of statistics that

follow covers the optometric examinations administered from March 18th through December 31st of last year. They are presented at this time, because they are unique in that all of these clients involved had been previously told that no further help could be given them.

115 clients received special optometric examinations during 1953.

84 – 73.04% were able to receive substantial and useful improvement in vision and 125 prescriptions were filled—a number of them receiving two or more types of special lenses

18 – 15.65% were able to receive some benefit but did not accept special lenses either because the improvement in vision which could be realized by their use was too small, or motivation to use them was insufficient

10 – 8.70% were unable to benefit from the use of special lenses

3 – 2.61% had not yet had preliminary tests completed

The 125 prescriptions were written for:

24 – 19.20% Feinbloom microscopics

13 – 10.40% Feinbloom telescopics

38 – 30.40% Near-vision spectacles

26 – 20.80% Distance spectacles

16 – 12.80% Bifocals

1 – .80% Pair contact lenses

7 – 5.60% Specials (non-optical)—primarily devices to reduce glare

The following statistics and examples of results achieved, present a picture of the work performed from March 18, 1953 through June 16, 1954.

Before presenting these figures, I should mention, the number of prescriptions issued represent, to the best of our knowledge, spectacles that are now in use by our clients, and we have always advised our clients that we are in a position to accept back any spectacles which prove to be unsatisfactory or undesirable. To date, only 10 pairs of glasses have been returned and this number has been taken into account in the results shown in our statistical report.

212 clients received special optometric examinations during this period—a total of 66 —7½ hours—days. Since an initial examination ranges from 30 to 75 minutes, only 3 clients, receiving initial examinations, are seen during the day. The rest of the time is allotted for re-examinations, followups and training.

164 – 77.36% were able to receive substantial and useful improvement in vision through the use of special lenses and 232 prescriptions were filled—a number of them receiving two or more types of special lenses

28 – 13.21% were able to receive some benefit but did not accept special lenses either because the improvement in vision which could be realized by their use was too small or motivation to use them was insufficient

20 – 9.43% were unable to benefit from the use of special lenses

Despite the fact that prescriptions could not be given, many of the clients have benefited by this program because: (a) they have stated that this is the first time they have been told and shown what they could see, whereas, in the past they had been told what they could not see; (b) they are satisfied that everything has been done for them in the way of present-day optics.

Breakdown of Prescriptions

Feinbloom Microscopics

Total to date—37 15.95%

Released in December 1952, the Feinbloom Microscopics is a system of 2 or 3 lenses combined to give a higher degree of magnification and flatter reading surface than had previously been possible with the single lens or the telescopic unit.

Although the reading lens is of prime importance, correct utilization of the other eye may mean the difference between success and failure. For example, a clear-balance or frosted-balance lens is usually prescribed initially for the secondary eye, which cannot be given much consideration during the initial prescribing, but after the client has used his spectacles for a period of time, he is called

in, and if a change in the lens for the secondary eye seems advisable, it is then made with a definite purpose in mind. It may be possible to prescribe a plano lens or a lens for distance or desk work to supplement the use of the lens prescribed for reading for the primary eye. A number of persons have had microscopic units for more than 9 months, and we know of 3 people who are using these lenses for periods of reading extending beyond 6 hours per day.

A client with 5/200 vision was about ready to consider resigning his executive position; he has received enough help with an 8X microscopic to enable him to take care of his own mail and occasionally do some mechanical drawing, despite the fact that the focal point is at the "tip of his nose". He also has a lens for the other eye to assist him in locating papers on his desk.

One man now uses a 4X microscopic, whereas previously, his only aid for reading was a telescopic unit.

One man who has been out of work for the past 3 years was not accepted for rehabilitation because he was considered too old. After the acquisition of an 8X microscopic unit, he received a job as an executive director of an agency working in the field of rehabilitation of displaced persons.

Bechtold Microscopics (Columbia University Dept. of Optometry)

Total to date—1 .43%

Released in December 1953, this microscopic is somewhat similar in construction to the Feinbloom lens. It has slightly wider field than the Feinbloom Microscopic, although this is not noticeable by the many clients whom we have tested for their subjective reaction. This wider field is accomplished at the expense of greater thickness of the lens, which has been seriously objected to when our clients have been confronted with a choice.

This lens, however, is proving useful to a man who requires extremely high magnification—12X—and whose visual acuity is best in the extreme upper and lower periphery.

Feinbloom Telescopics—2.2X

Total to date—24 10.34%

The telescopic unit, used by persons with low visual acuity, consists of the following parts: the telescopic lens, which is composed of an ocular and objective lens encased in a plastic or metal cylindrical casing, forming a unit approximately 7/8" long, the correction lens prescribed to correct the ametropia of the eye—fitting behind the outer lens, and the reading add—a cap-like device—containing a magnifying lens fitting snugly in front of the objective lens.

This combination provides the user with an aid for reading or close work as well as for distance.

Telescopic units should give a person an improvement in visual acuity from, let us say, 20/400 to 20/200, or from 5/200 to 5/100. This is not considered by some of our clients as representing a substantial improvement, but it is sufficient in many instances to make possible the viewing of television or the reading of a blackboard with much great comfort and at a more nearly normal distance than can be done without the use of a telescopic lens.

Kollmorgen Telescopics—1.7X

Total to date—1 .43%

This is similar, in principle, to the Feinbloom Telescopics. Since it is one-half the power of the Feinbloom lens, this telescopic can be produced with a slightly wider field.

The man using this unit is in such a highly competitive business, where a great deal of emphasis is placed on vision and esthetics, we are not being more specific about this particular purchase.

Near Vision Spectacles

Total to date—75 32.33%

Practitioners have been educated to accept 12" to 14" as normal reading distance. Therefore, it is not too difficult to understand why they have been reluctant to prescribe reading glasses which necessitate reading at less than 10". It must be pointed out to them—and this may be your responsibility—that there is no good reason for insisting upon persons reading at any predetermined range, especially when the alternative is no reading at all. The client should be given the proper magnification necessary to accommodate for his lessened visual acuity. If magnification is not contra-indicated, only the client should have the right to determine whether or not reading at close range is too difficult for him.

These near vision spectacles could have been prescribed by any practitioner if he had followed the desires of his clients and understood their problem.

Twenty diopters bi-convex is usually the highest for this group. Many clients who are able to read comfortably with near vision glasses, continually ask "why hasn't this been done before?" They find it almost impossible to believe that they have been going without reading for periods of 5, 10 or 15 years, and, suddenly, secure a pair of glasses for this purpose at a nominal price.

One client now uses spectacles for near vision work, whereas, in the past, his only aid for this type of work was a telescopic unit. This has made his work at the office much easier and he feels that this conversion is responsibile for an increase in his insurance business.

One man who has been unable to read his music for the past eight years, gave instructions to a limited number of children students, and heretofore, his work had to be done by memory. Through the use of spectacles for near vision, he has increased his teaching activities and is now using the more modern techniques.

Distance Spectacles

Total to date—57 24.57%

Bearing in mind that all of our clients have been examined within a relatively short period of two years or less, it was thought that our assistance to clients would be primarily concerned with close work. Therefore, this surprising number of prescriptions, rendering an improvement in visual acuity, points out the necessity for thorough, patient, painstaking, time-consuming examinations for persons who have extremely limited vision.

Because of the improvement in visual acuity, several persons will be removed from the classification of blind and should be able to carry on very well as persons with a slight visual handicap.

Bifocals

Total to date—25 10.78%

This is a new adventure for many of our clients who have been helped with bifocals. Many of them have never experienced the visual independence which is possible through use of these specially prescribed lenses. When the reading add is above 9 diopters, a cemented segment is usually prescribed. A 23 diopter segment has been our highest prescription to date.

Contact Lenses

Total to date—1 .43%

One man only, to date, has been fitted. His eye diagnosis is high myopia; visual acuity without correction is 5/200; with best correction is 20/200 with myodisc lenses, and 20/60 with contact lenses. He uses bifocals with an add of 3 diopters for reading J-2 at 14". This man has received an executive position since the acquisition of this combination and he is facing his new responsibilities with a maximum degree of confidence.

Specials (Non-optical)

Total to date—11 4.74%

These prescriptions are mostly for cutting down glare—side shields or visors, or in some cases, sunglasses with plano lenses.

Although this does not seem to be a great optical achievement, nevertheless, these clients have been made more comfortable, and in some cases, their visual acuity has been increased.

Time does not permit more than a brief account of our experience with the fitting of special lenses. In fact, no description could do justice to the tremendous satisfaction derived by many of our clients from this work.

An Optical Aids Program, when properly rendered, can enable clients to function better generally, and in many cases, the improvement in vision is applicable to their vocational needs. This improvement may enable them to participate more independently in both their vocational and social activities, and in so doing, not only provide them with greater efficiency at less expenditure of effort, but it may provide them with a greater sense of security, which is often so important to successful and satisfying living. Not infrequently it makes possible the acquisition of new and better employment or the retention of employment that might be lost through failing vision. Optical aids hold tremendously valuable possibilities for legally blind students with residual vision. The earlier practice of educating such students as though they were totally blind whenever they were served under a program for the blind, has

given way to the recognition that the maximum use of any residual vision by a student can make an invaluable contribution to his education and development. Maximum use of residual vision, whether for a student, a worker, or any severely visually handicapped individual, encompasses not only the proper use of the best techniques of seeing, but also maximum use of those devices that can increase the ability to see.

This last statement may seem to be so obvious as to hardly bear saying, and yet, despite the fact that in New York we are located in an area offering greater facilities and greater potential for eye care and vision training than almost anywhere in the world, 164 persons within the past 15 months have received substantial visual assistance only because of our agency's Optical Aids Program.

This fact seems to us to point up strikingly how little has been done to make use of the optical aids that are available, or that might be developed for use by persons with very little residual vision, and it seems more importantly to point up the logic and the value of optical aids services being carried forward by agencies for the blind.

TEAMWORK BETWEEN THE EDUCATION PROGRAMS FOR BLIND YOUTH AND PROGRAMS FOR THE ADULT BLIND

H. A. WOOD

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I want to report on a study that grew out of the desire on the part of many people who were interested in finding out just what was going on in the area of relationships between State Rehabilitation Agencies and Schools for the Blind. Last year Mr. H. B. Aycock, President of the States' Vocational Rehabilitation Council, which is the official advisory body to the Federal Office of Vocational Rehabilitation, appointed a committee to explore this field in the hope that the Committee could ascertain the status quo and then make a report, based on these findings, that perhaps could result in helping the Schools for the Blind turn out a more feasible rehabilitation client and the Rehabilitation Agencies do a better job of training and placement with this improved product. Members of the Committee are: Dr. Neal F. Quimby, Superintendent, New Mexico School for the Blind; Mr. O. F. Wise, Supervisor, Alabama Vocational Rehabilitation Service; Mr. Maurice I. Tynan, Chief, Services for the Blind, Federal Office of Voc. Rehab.; Mr. M. Robert Barnett, Executive Director, American Foundation for the Blind; and H. A. Wood, Chairman.

The Committee searched for some grand method of modus operandi to gather necessary basic data and finally came up with an idea something less than revolutionary: A questionnaire. (Incidentally, the comments received on the questionnaire would make much more entertaining reading than the formal report of the Committee.) In order to make the study scientifically sound, the help of the Staff of the American Foundation for the Blind was requested and graciously granted. To this staff of analytical experts, who actually did all the work, the Committee expresses its deep appreciation.

The mailing list of the American Association of Instructors for the Blind was used to contact Schools for the Blind. It was known that every school on this list could not furnish the factual information requested, but the Committee was interested in getting every type of reaction and suggestion. The State Rehabilitation Agencies listed in the Directory of the Federal Office of Vocational Rehabilitation were the other recipients of the questionnaire.

Report on Relationships Between State Rehabilitation Agencies and Schools for the Blind

Replies to the questionnaire which was distributed in November, 1953 were received from 33 states; in the majority of these either the schools or the agency responded, but not both. Replies were received from both schools and agencies in eleven of the states. In all, 26 schools were heard from, including six public

school systems and two schools for colored blind boys and girls, and 25 state agencies. This constitutes a return of approximately 50% of the total number of schools and agencies contacted.

General Reactions of the Schools and Agencies Toward the Existing Situation

Table 1 summarizes the overall reactions of the schools and agencies toward the existing relationship in the *counseling area.*

The responses tabulated resulted from the following questions put to the schools and agencies:

To the Schools: 1. If the state rehabilitation agency is counseling your students, is it providing the amount and type of vocational guidance that you would like? 2. Do you find any aspects of the present situation inadequate? If so, describe and suggest ways in which these services might be improved.

To the Agencies: 1. In counseling these students, are the schools involved providing the type of cooperation that you would like? 2. Do you find any aspects of the present situation inadequate? If so, describe and suggest ways in which these services might be improved.

TABLE 1—OVERALL ATTITUDES OF SCHOOLS AND AGENCIES IN THE COUNSELING AREA

Type of Reaction	*Schools**	*Agencies*
Enthusiastic Approval	3	3
Simple Approval	4	11
General Satisfaction, with Suggestions for Improvement	9	8
Strongly Critical	8	3

This summary shows that a definite difference exists between the schools and agencies in their over-all appraisal of the existing relationship on student counseling. The agencies, for the most part, express satisfaction with things as they are, but most of the schools want changes made and almost one third of them strongly disapprove of the ex-

* Two of the schools did not give enough expression of opinion to allow classification.

TABLE 2—REACTIONS OF SCHOOLS AND AGENCIES IN THE SAME STATE

State	*School Reaction*	*Agency Reaction*
A	Suggestions for improvement	Simple approval
B	Critical (state residential school) Critical (public school system A) Suggestions for improvement (public school system B)	Simple approval
C	Enthusiastic approval	Suggestions for improvement
D	Critical	Enthusiastic approval
E	Simple approval (state residential school) Simple approval (public school system)	Critical
F	Critical	Suggestions for improvement
G	Suggestions for improvement (both the state residential school and a public school system)	Enthusiastic approval
H	Enthusiastic approval (state residential school) simple approval (public school system A) Critical (public school system B)	Critical
I	Suggestions for improvement	Suggestions for improvement
J	Suggestions for improvement	Simple approval
K	Suggestions for improvement	Suggestions for improvement

isting state of affairs. It should be noted that where criticisms are recorded, they are not necessarily of the schools or agencies concerned. For example, one agency finds the school superintendent very cooperative, but at the same time is very critical of the total situation. Specific comments are described later in this report. Table 2 gives a comparison of the reactions of the schools and agencies in states where *both* responded to the questionnaire. Unless otherwise indicated, the schools are state residential schools.

Table 2 shows that there are large discrepancies between the opinions expressed by schools and agencies in the *same state* about the relationships existing between them.

Specific Comments of Schools and Agencies

Having presented a picture of overall attitudes, let us look at the specific comments, suggestions and criticisms made. The schools' reactions considered first in Table 3.

TABLE 3—SPECIFIC COMMENTS OF SCHOOLS

Number of Individuals Expressing This Idea	*Comment*
9	The counseling is inadequate in quantity. There are too few counselors and they do not spend enough time at the school with the students and the staff.
6	Counseling should begin earlier, generally in the freshman rather than the senior year.
4	There are *too few* openings for graduates. College graduates are not being placed. There is not enough stress on placement.
3	Counselors do not allow students an adequate opportunity to go as far as they are capable.
3	Eligibility requirements are too high; "feasibility" should be redefined; there is uncertainty about state sponsorship of certain vocational choices.
2	Counselors should be better trained professionally.
2	More counseling is needed with students who drop out of school before graduation.
2	It would be advantageous for the school to employ its own counselor.
1	The reports submitted by the state agency on its work with students are inadequate.
1	The state should have a better follow-up program.
1	The state should maintain a testing clinic for special cases of high school students.
1	There is too much stress on academic achievement and not enough on aptitude, in selecting students for college.
1	The schools should provide more adequate vocational preparation through (1) an occupations course, (2) a work experience program and (3) arranging a vocational conference week.

In like manner, Table 4 presents the comments of the *state agencies,* listed in order of frequency.

TABLE 4—SPECIFIC COMMENTS OF AGENCIES

Number of Individuals Expressing This Idea	*Comment*
7	The school does not provide enough emphasis on the student's real living problems. It's inadequate in providing (a) travel training, (b) correction of mannerisms, bad posture and bad eating habits, (c) participation by students in the normal activities of youngsters their own age and (d) interaction with sighted youngsters in common classes. The students are regimented and segregated. Volunteer workers should be oriented to reduce the "coddling" attitude which they often exhibit.
4	The school should have a guidance counselor. Its testing program should be expanded, and include entrance tests.
3	There should be more counselors to work more closely with the students while they are in school.
3	Counseling should begin earlier.
2	The school's records on students are incomplete and not current. The school should provide test summaries routinely.
2	The school's staff gives students unrealistic ideas of occupations in which they can succeed. The importance of common, ordinary jobs should be impressed upon them.
1	The school should provide more exploratory vocational experience.
1	Students are expelled unnecessarily because of the school's lack of understanding of psychological problems.
1	The housemothers are inadequate.
1	There is inadequate attention to the very young children.
1	Drop-outs are getting inadequate counseling.

School and Agency Comments Compared

In evaluating the ideas listed in Tables 3 and 4, it should be kept in mind that criticisms are in general being directed at one school, one agency, or one program. A school in one state might be critical of an aspect of the work of the agency in the same state, but is not necessarily critical of state agencies in general. Having noted this, let us examine the long list of comments made by the school and agency representatives and see what generalizations may be made. The main criticism of the schools is in regard to the inadequate amount of counseling provided by the state—it is not begun early enough, and after it is begun, there is not enough time spent with the students. The second major criticism of the schools is in the area of placement—the complaints are registered that there are not enough jobs, that students' placements do not come up to their actual abilities and that agency attitudes regarding feasibility and sponsorship of students in certain occupations should be clarified.

The main concern of the agencies, on the other hand is in regard to the general program of the schools and attitudes commonly found in them. The schools are held to be regimented, segregated and unrealistic in the preparation of their student vocationally and generally in regard to living.

These are the most prevalent opinions of the two groups. Let us consider now on what they AGREE. Representatives of both groups alike, subscribe to the ideas that: (1) there is not enough counseling; (2) counseling should begin in the early high school grades; (3) more work should be done with drop-outs; the schools themselves should take more responsibility for the counseling function by hiring their own counselors, doing more test-

ing, etc.; (4) the schools should provide more vocational information and exploratory vocational experience.

There are areas of conflict, too:

Placement.—The *schools* are dissatisfied with the number and quality of placements made, and with the administrative requirements of sponsorship and feasibility. Representatives of some of the *agencies,* on the other hand, feel that the schools encourage the students to have unreal vocational aspirations.

General Professional Level.—Many of the agency representatives express the opinion that the schools do not appreciate the psychological needs of the children, resulting in inadequacies in their preparation personally, socially, educationally and vocationally; and resulting in deficiencies in staff and inappropriate dismissals of students.

On the other hand, the agency counselors are criticized for not having enough professional training and not appreciating the potentialities of the children.

Records and Reports.—Individuals on both sides find inadequacies in the records maintained and reports submitted by the other side.

Verbal and Written Agreements

Each school and agency was asked, as part of the questionnaire, whether counseling was provided as part of a formal agreement between the two. The returns showed that in *only three states are there formal written agreements.* Agencies and/or schools from seven additional states indicated that *informal, verbal agreements existed.*

The formal agreements encompass points such as the following:

1. The *state agency agrees* to furnish counseling services for each student at the school.
2. The counseling goals are defined in terms of achieving a vocational adjustment that is practical and up to the abilities of the student.
3. The counseling services are defined to include activities such as interviewing, testing, travel training, provision of information on job requirements.
4. The state agency agrees to make available to the school reports of physical and psychological examinations and of the general status of counseling.
5. *The school agrees* to furnish time and space at the school to allow the agency to carry out its functions.
6. The school agrees to share the information it has on the student with the agency.

The agreements vary from state to state in their specific provisions and in the degree to which they are detailed.

There is *disagreement* among those responding concerning the *advisability* of having formal agreements. One agency head believes that he has a good informal understanding in his state but that it would be bolstered by a formal agreement. A colleague in another state, however, believes that a formal agreement is *not only* unnecessary *but* undesirable. The returns indicate that in general *good relationships* exist in states which have either type of understanding.

I have been interested in the relationships between State Rehabilitation Agencies and Schools for the Blind for many years. It is an area in work for the blind that could be much improved; and all of us could do something constructive about it if we really tried. Several years ago I talked to the American Instructors for the Blind at their annual convention in Philadelphia. After the meeting, a school superintendent came to me and said, "You give me some hope. I'm going back and try *one more time* to get along with Rehab." I said, "Thank you. But your attitude is almost fatalistic!"

Finally, I would leave you with this thought expressed by a pioneer in Rehabilitation who died in harness. He said:

"If we be so *blind* that we do not see our problems;
If we be so *deaf* that we do not hear the urgent demand that we resolve our problems;
If we be so *mute* that we fail to let the public and our legislatures know what it will take to meet our problems;
If we be so *lazy* and *self satisfied* that we fail to work diligently towards a solution of our problems;
If we be so *selfish* and *stubborn* that we are unwilling to work together in the solution of our problems;

THEN

God help the blind in this country."

PSYCHOLOGICAL IMPLICATIONS OF BLINDNESS

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Broadly conceived, the objectives of any educational program, for the blind as well as for the seeing, are the transmission of our cultural skills and the promotion of psychological maturity. To achieve these objectives, the teacher should establish a genuinely warm relationship, one based upon respect and acceptance of the child as an individual in his own right, and apply those techniques of teaching that lead to the effective transmission of special tools, appreciations, and knowledge. All too often, it has been assumed that if we knew all there was to know about the child, our educational objectives would be easily attained. Such knowledge, however, though helping to develop sound educational procedures, does not necessarily lead to the establishment of a permissive atmosphere basic to the growth of healthy personalities. It is necessary to keep this precaution in mind in our discussion of the psychological aspects of blindness, lest it be assumed that this knowledge is the panacea of all our problems.

One would expect that it would be a rather simple matter to enumerate the psychological effects of blindness since blindness appears to be a simple and measurable variable. Yet, when we turn to the anecdotal accounts, the clinical studies, and the experimental investigations, we find many contradictory conclusions. For almost every positive finding concerning the psychological impact of blindness we are almost certain to find a negative finding. Even with such relatively simple problems of sensory acuities in the blind, conclusions range all the way from superior to mediocre sensitivity. With more complex phenomena, such as the educational and social advantages of residential vs. non-segregated schools, we find all kinds of opinions. It might be more helpful then to discuss some of the reasons for this state of confusion, and to present positive suggestions for future research in this field.

Methodologically, many of the studies on the blind have proceeded on a purely empirical basis, that is, to determine the effects of blindness, one has merely to test comparable groups of blind and sighted people on all kinds of abilities. If significant differences arise, such differences can then be attributed to blindness. This shot-gun approach, though potentially fruitful in obtaining significant information, has been a doubtful value because of the limited sample of subjects and the faulty controls employed in the studies. Inadequate numbers of subjects selected on the basis of convenience from a particular residential school preclude valid generalizations to the population of the blind. In addition, the experimental sample of blind subjects has been conceived as homogeneous with respect to blindness, that is, a legally blind person is like all other blind people as far as his inability to see. That this is not so has been pointed out by others, but few investigators have heeded this precaution. As Lowenfeld so aptly phrases it, "The visual handicap is no more a unifying factor than sight is in the children. Quite the contrary is true, it adds variables which must be carefully considered." Blindness may be total or partial. Partial blindness may be further subdivided into varying degrees of functional vision. The Committee on Statistics of the Blind, for example, differentiates five degrees of blindness depending upon the degree of visual acuity. Barker et al point out further that "it is the adequacy of each individual's vision for the particular tasks of his life that is crucial for a somatopsychological definition of blindness rather than optically measured visual acuity." Lumping together the legally blind not only precludes valid generalizations but valuable data are lost on the effects of different degrees of functional vision.

The blind also differ with respect to the age at which blindness occurred which in turn may determine the presence or absence of visual imagery. Studies on space orientation and personality rigidity, for example, indicate the importance of the age at onset. Also, the effects of the duration of blindness, a variable rarely considered in psychological research, are yet to be explored. It is hardly necessary

to discuss the other factors relating to blindness that should be considered in selecting our sample of blind subjects. It is only necessary to point out that if we continue to employ the classical experimental approach of isolating one variable at a time in the study of the effects of blindness then we must carefully define the population from which we select our random or representative sample. We can derive much more useful information in a more economical fashion by employing a factorial design where we can vary several independent variables simultaneously. Studies on the blind lend themselves to such factorial designs since it is not only the effect of the separate variables in which we are interested but also in the interaction effects. For example, the effects of the age at blindness on personality rigidity or space orientation may be far different depending upon whether blindness is total or partial or whether the person is below or above average in intelligence, male or female, or educated in a residential or non-segregated school. In passing, I need not point to the futility of employing blindfolded "seeing" subjects to derive information useful to the blind except perhaps, for the purpose of exploratory preliminary investigations, or for suggesting hypotheses to be investigated in the blind.

When we examine the groups of sighted subjects used as controls to study the effect of blindness, we again note that in many investigations defects appear in the experimental design that invalidate the conclusions. Blind and sighted are usually equated for some known or unknown reason on the basis of sex, age, education, or IQ (based on different intelligence tests). It is rather naive to assume that the motivation of a seeing subject is similar to that of a blinded subject on many tests of human ability. For example, sex differences are found among sighted subjects on spatial orientation tests that are not found among the blind. To comprehend the spatial environment is just as strong for the female blind as for the male blind subjects. Cultural factors confound such motivations among the sighted.

Any comprehensive knowledge of the effects of blindness is handicapped by the prevailing lack of any systematic or long-term studies, the absence of theoretical formulations, and the tendency to view studies on the blind as contributing only to the understanding of the blind. Where systematic study has replaced shot-gun approaches, the rewards have been gratifying. For example, for over a century investigators have explored the basis of obstacle perception in the blind, and numerous explanations have been proposed to account for this ability. At the Cornell laboratory, a series of experiments explored systematically the possible cues, and found that audition was necessary and sufficient for obstacle detection. Well may have the experiments ceased at this point, but instead, the investigators proceeded to determine what attributes of the auditory stimulus, intensity or frequency, were responsible. When it was determined that frequency was the auditory dimension for obstacle perception, the investigators continued their studies to determine what frequencies were responsible. It was now the turn of the theoretician to take over. The Doppler effect was suggested as the basis of the change in the quality of the experienced tone. If this theory holds, then the rate of motion of the blind observer would affect obstacle perception. This theory leads to further research. We were able to locate a totally blind person who can ride a bicycle fairly well. Under controlled conditions of varying speed, the number of collisions with the obstacle decreased with increase in speed until the speed was too great to swerve from the obstacle in time.

This type of systematic approach together with a sound theoretical explanation will provide significant knowledge concerning the effects of blindness which will have both practical and theoretical value. It is gratifying to note also that in a recent survey of current research on the blind, greater emphasis was placed on long-time longitudinal research.

Another tendency in research efforts on the blind that probably restricts the number of competent investigators and limits the significance of the research findings is the view that such findings are of interest and value only to the blind. This tends to result in a special psychology of the blind, a psychology standing apart from the rest of the psychology. This view is also characteristic of studies on other handicapped groups, and was characteristic years ago of studies on the mentally ill until it was shown that the abnormal is truly

a deviation from the normal. This attitude usually stems from the limited theoretical outlook and shot-gun approach of investigators in this field. Studies on the blind can yield significant data on the role of vision in human behavior and experience. As a matter of fact, the blind offer the richest opportunity for such research since the experimenter does not have to resort to laboratory studies where vision is artificially eliminated or attempt to extrapolate from rat experiments what the contributions of vision might be. The view that research on the blind can answer many significant problems in general psychology and at the same time yield valuable material for understanding the effects of blindness could stimulate many competent psychologists to do research in this area and at the same time help to eliminate the attitude that the blind have a unique kind of psychology. It is also necessary to derive hypotheses for research on the blind from the area of general psychology. To illustrate this approach brings us face to face with the topic of this paper, the psychological implications of blindness. It may sound rather strange to advocate the development of hypotheses on the effects of blindness from studies on the seeing, but it is to the background of general psychology and personality theory that we may have to turn to discover significant hypotheses.

There are at least five major areas of human behavior in which we can expect limitations to occur as a result of blindness:

a. Personality adjustment
b. Mobility
c. Space perception and orientation
d. Communication
e. Creativity.

In each area, one should attempt to separate the direct from the indirect effects of blindness. Limitations in behavior and experience stemming directly from the lack or relative lack of visual experience may be considered basic or primary, whereas those arising from the attitudes towards blindness, though as important as the primary factors in influencing behavior, may be considered as secondary or cultural limitations. Also, one needs to keep in mind the importance of sensory, or perhaps what may be better termed, perceptual compensation, in evaluating the primary factors. In the absence of visual experience, what incidental roles and to what extent other sense organs take over the functions usually subserved by vision? How can we facilitate such compensatory processes? Sufficient emphasis is not given in the literature on the blind to compensatory processes, to the potential value of more extensive perceptual training, and to the possibility of developing more novel ways of associating tactual-kinesthetic experiences with such distance receptors as audition and smell.

Research on personality adjustment in the blind has proceeded along two main lines of inquiry: the effects of blindness on personality structure, and the construction of personality tests for the measurement of such changes. Somehow it has been assumed that blindness must seriously affect the personality structure, and it is up to the investigators to find these changes. All kinds of personality inventories, and now the projective techniques, have been administered to so-called comparable groups of sighted and blind people in the hope that differences would emerge. It might be more profitable and economical to re-phrase the problem and ask, "What do we know about adjustment that would lead us to predict the effect of blindness, or for that matter any severe sensory or motor handicap?" We can expect the development or aggravation of feelings of *helplessness* and hostility. To cope with the anxiety that is aroused by these feelings, the individual develops certain defense mechanisms. We can predict that where feelings of helplessness arise from physical handicaps the defenses most likely to follow would be overcompensation, withdrawal, or phantasy in order to overcome the deficiency. If these expectations are confirmed by experimental and clinical investigations, then our prophylactic efforts would be directed towards amelioration of the feelings of helplessness.

Helplessness arises when an individual is confronted with a situation with which he feels he cannot cope. If the drives or motivations aroused in the situation are at the core of the personality, that is, central to the individual's value system, threat is experienced in the form of anxiety. To approach the problem realistically, we must ask, "How do such inadequacies arise, and are they unique to the blind?" The lack of adequate response systems may be due to lack of learning or to

such unrealistic goal expectancies that no amount of learning could result in goal attainment. Attitudes that prevent optimum and realistic learning in the blind or lead to serious discrepancies between achievement possibilities and goal attainment are the roots for later maladjustment. This situation is further aggravated by the inconsistent and confused notions of what the blind can do, should do, and ought to do. All lead to contradictory self-concepts. One cannot expect integration and harmony in personality formation when we ourselves are confused as to what roles the blind person should accept. It is not only an attitude on the part of parents or educators or others that in and of itself may lead to maladjustment but attitudes which are mutually inconsistent that aggravate one's feelings of helplessness no matter in which direction he turns. I need not turn to all the recent exhortations on the evils and advantages of residential schools and of intermarriage or on the controversies of vocational and social restrictions in the blind in order to illustrate this point. I need only to summarize the foregoing by pointing out the need for research on the adequacy of the skills and attitudes taught the blind person in meeting the realistic demands of a changing and complex society, of the goal-expectancy roles or self-concept in relation to achievement possibilities, and to the impact of the contradictory roles and expectancies held by society, by parents, and workers for the blind on the development of a mature and well-integrated personality. Maladjustment, its principles, its development, its dynamics, its symptoms, is no more unique to the blind than it is to the sighted; what is unique, perhaps, is society's maladjustment toward the blind, manifested by anxiety, confusion, fear, guilt, and ambivalence.

Thus far we have only raised some broad questions concerning the basis for personality maladjustment. We have not even touched upon the social behavior of the blind which certainly cannot be separated from personality adjustment. There are other aspects of the personality structure which have received attention and which could be expected to be influenced by blindness, particularly personality rigidity and mobility. The former is reserved for the intellectual dimension and the latter for the capacity or facility for movement. The hypothesis that the blind would be more rigid and less mobile was based upon the assumption that restriction in vision would lead on one hand to a restriction in experience and thus a narrowness in choice of action, and on the other hand to a restriction in movement since the blind would have difficulty in orienting to the spatial environment. Contradictory results were obtained, however, on the studies of rigidity in the blind. In a carefully controlled study where age at blindness and degree of blindness were taken into consideration, the blind subjects were no more rigid than a group of sighted subjects on three tests of rigidity. There was some tendency, however, for the congenitally blind to be more rigid than the accidentally blind but the differences were not significant. Thus there is nothing inherent in blindness that makes for rigidity, and the assumption that restricted sensory experience results necessarily in rigid intellectual boundaries is not justified.

As far as mobility is concerned, two dimensions ought to be distinguished. One is the degree of physical movement within a constant spatial situation with known cues, and the other the degree to which one is willing to move independently from one spatial setting to a rather unfamiliar one. It is proposed that mobility is a basic drive of the organism but capable of being modified by the degree of pain or punishment one receives in expressing a mobility pattern. The natural pattern is that with growth there is an increase in mobility within one sphere which is followed by movement to less familiar spheres. If such mobility is followed by punishment, it may be restricted in either dimension. Blindness may result in punishment in two ways: fear induced by others that the blind person will be hurt, and actual pain experienced by the blind person as he moves about the environment. If this hypothesis is confirmed by clinical and experimental investigation, then efforts should be directed to minimizing fear consequences following mobility. Training in the use of all proper aids and in the fullest use of "facial vision" or obstacle perception can minimize the frequency or severity of actual pain resulting from collisions or falls. Encouragement, rewards, and guidance of parents should facilitate freedom to move about the environment confidently and competently.

Space perception and orientation are related to mobility in that accurate representation of the immediate perceptive field encourages active exploration, and the converse is true, that active exploration of the immediate environment helps to build up an accurate image of the perceptive field. Discouraging attitudes towards the ability of the blind to perceive space because of the supposed visual basis of space perception has led to dubious conclusions. It is surprising that such common-sense attitudes exist in view of the very limited and inadequate research in the area of orientation particularly relating to the cues involved in space orientation. It is not my purpose to give a detailed and critical account of the investigations but to point out that orientation may be divided into two relatively important functional areas, orientation of the immediate perceptive field and geocentric orientation or orientation dealing with directional relations between objects outside the perceptive field. This distinction is important in that different psychological processes and cues may be involved. For example, in a study on geocentric orientation in the blind, we were surprised to find no differences in ability between the totally and partially blind. No one can doubt the values of tridimensional or raised maps in giving the blind an adequate orientation of the geographical environment. And there is no doubt of the blind man's soda-straw, or bit by bit, perception of the immediate perceptive field, but little is known of how such atomistic perceptions are built into a meaningful and accurate gestalt. The relative contributions of visualization and verbalization must be understood before we can appreciate the limitations of the blind in spatial orientation. In several of our studies, we found, for example, that verbalization may be more important in receiving a consistently accurate picture of the environment in spite of distortions in our spatial context.

Time does not permit a discussion of the other significant areas of human behavior, communication and creativity, as they relate to the blind. My objective was only to illustrate the importance of systematic investigation, new thinking in our research in the blind, a critical appraisal of our methodology and design, and the need for a deep understanding of general psychology from which we can derive significant hypotheses for study.

DEVELOPING PUBLIC UNDERSTANDING ABOUT THE BLIND

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There come times in the life of every man, and perhaps they come a little oftener in the life of a priest, when certain things need to be said and he must say them—let the chips fall where they may.

My topic, I remind you, is "Developing Public Understanding About the Blind." At first glance that seems to be a job for a public relations man, and not for me.

At first glance it seems that the question is, "How do we give to the public the understanding which we have?" If this were the proper statement of the problem, then, indeed, it would be fitting that we call in a public relations expert, sit down with him, tell him what this understanding is that we wish to communicate to the public, and simply turn it over to him as a problem in communications.

But this problem is not that simple. As soon as we started to talk, our public relations expert would be lost. For how could we tell him what this understanding is, when there is no common understanding among us?

How can I stand here and say this? What do I mean by it? Am I going to turn out to be one of those people who cry out that this field is filled with persons who are not sincere in their interest in the blind? No. I will say no such thing, for I do not believe it to be true. There are those who like to stand outside and criticize, and to say that many of us in agencies are exploiters of the blind. My own experience is to the contrary! It is very much my belief that the exploiters of the blind (both blind and sighted) are few and far between.

But this I do mean, and this I do believe:

that there are a lot of "tongue-in-cheek" people in our field, who say things about the "normalcy" of blind people, which they do not themselves believe.

And this I further mean and say: that there are in this field a great many people whose hearts are in the right place, but whose thinking has been muddled by too much emotion.

And beyond this, I believe and would say: that there are far more people who talk about integration than who believe in it. And there are a lot more who believe in it intellectually, yet have never come to believe it emotionally as well.

Indeed I believe that we have a tremendous job to do in developing public understanding about the blind. But I firmly believe that our first job is to develop a common understanding of our own.

It is time we looked twice at all this business of referring to blindness as a minor handicap. It is high time that we moved away from that false front. It is time that we as agencies, we as workers, we as a body, analyzed this handicap—time that we looked at it face to face. (I know that many have done this, and I am not talking to those who have, I say rather that *all* of us must do it, rather than run from it in some common jargon which says that it is not so bad.)

When we do look at blindness face to face —we analyze it, and weigh its meaning— then, there is but one conclusion: blindness is a major handicap—a major handicap and a multiple one—a severe, frustrating, and traumatic experience. It is at this point that we should be able to find common agreement —the beginning of common understanding.

It is good that this is so. But there is a major difficulty here. For, here, too, our areas of disagreement begin.

For here we come up against what I refer to as the dilemma of work with the blind. Here we come to the point in our thinking where we must make a choice:—

When we have finished our analysis of blindness, when we have seen it in its totality and finality, when we have recognized the possible devastating nature of its effects—then it may be that we will say that there can be no real adjustment to it. Our decision may be to help make a little world of something we call "happiness" for the blind, since they can never really be a part of a sighted world. We go on then, to pat blind people on the back, to tell them to keep their chin up and keep smiling at the world. We tell them that it's really not so bad—though in our hearts we no more believe it than we expect them to. We insist that all of them get their education together. We urge them to find their recreation together, and often enough to work together. We have them live together and grow old together (strangely enough, with this school of thought, we don't encourage them to marry together). We move on to coddle them to own them, to make them dependent on us; we measure our agency's success not by the number who no longer need us, but by the number who continue to come to us. We get something for the blind which we loosely call "benefits"; and we seek for them all sorts of what can only be called "class legislation". Or, if we are blind, we think of ourselves as the "self-made men" among them. The last plank in this platform is when we go before the sighted public—and tell them with great insistence that "our blind are just like everybody else".

This is the one choice. On the other hand, we can examine the handicap of blindness, still find it traumatic, multiple and devasting—yet come up with quite a different answer. We can come up with the belief that while reorganization is difficult, it is not impossible—that it can be done, and that every day there are blind people doing it. And that the only adjustment which will ever bring anything approaching happiness to a blind person in this life is adjustment in and to a sighted world,—that our job is to help blind persons with true understanding and with the skilled assistance needed to grow strong and live as a participating member of sighted society. You believe then that you must give blind people trained, professional assistance in every area of their loss; that when we give them volunteers, it must be neither as slaves nor proprietors that these volunteers must come, but as "substitute eyes". If you choose this way, then you back out of every service which tends to segregate or to coddle. You reexamine everything that you are doing or contemplating doing—to see if blindness is the real reason for this service—or if the true reason is some need or desire on our part to root blind people out of the social and economic areas in which they have lived, and

this not as a part of a general move against all social and economic underprivilege, but simply and solely because they are blind (and probably because we have overidentified with our blind clients). This is the second way of looking at our problem—and when we choose this way for the first time it means a difficult retreat—and often a painful retreat—from all the areas of special privilege.

Now this is the dilemma—oversimplified perhaps as every dilemma must be. And I know the classical rule for meeting with a dilemma. Here, though, even with all of the oversimplification removed is still a most difficult area of choice.

To ask that anyone make the choice is to ask much. For in the way stands human nature. Particularly is this so if you are to take the second choice. Human nature will stand in the way for a great many of us. I am not talking of exploiters (I have told you that). I am not talking of hypocrites, who say one thing while knowingly acting and believing in another. I am talking of us weak human beings—not always sure of just where we stand—sometimes feeling one thing while knowing another. And if I speak in terms of "vested interests", it is not meant to be harshly. I can only hope you will accept my definition,—not one that means selfish people defending their jobs—but rather people so committed by staff, or worse by a building, that they have talked themselves into believing in every phase of their programs. And whether or not their overall program was good in the beginning, they are unable to bring themselves to a truly objective reexamination of it in the light of today's needs.

Remember that point and that definition, for it is just about impossible that in any agency that has operated for any length of time (and in some that have operated for a very brief length of time) there are not some programs which are "vested interest programs"—(even if the vested interest is only our pride which keeps us from admitting that we might have been wrong, or that newer ways might be better).

I return now to my previous statement that it is impossible for us to establish anything like a real public relations program of developing public understanding of the blind, until we develop our own. For that we must go back to what I have called the dilemma.

In that dilemma, you have a right to choose sides. No one has a right to force your mind to either side. And let no one tell you that the answer is simple and obvious. If you choose the first, then we must concede your right to do it. If you look at blindness and say that there is no real adjustment to it; if you find it so devastating that the only answer is retreat from the sighted world, into some nebulous area where "they will be happy together", then that is your right.

You may believe if you will that between the blind and the sighted world there exists a barrier so strong and so great that only a few can "break through". If this you believe, then those of us who hold the other can honestly respect you if you believe it, hold it, and act on it. If that is so; if this you believe; if this is truly your considered opinion: then run your segregated programs with apologies to nobody! Be paternalistic, kind, and supportive! Give out these "benefits" that substitute for happiness! But if this you believe, then be honest about it! In the name of truth, then never, never—at fundraising time or any other time—tell yourself or anybody else that blind people are normal in every way. And repent for your past criticism of street corner beggars—for all they have done is long ago to have made this horn of the dilemma their own.

Yes. The dilemma is the crux of the matter. But, it is also possible, as many of you have done, to choose the second side. You say that severe and devastating though the handicap of blindness is, it can, nevertheless, be licked—that our present degree of scientific knowledge offers us means of substituting for and restoring in part the multiple losses of blindness—that objective scientific research is helping us in skills and devices, and in the understanding of the psychology of adjustment—toward the day of better substitution and restoration that is more nearly complete.

If this is the side that you choose, then you will hold that the only way a blind person attains anything resembling happiness in this life is by being given the choice of becoming a contributing member of the community of his fellows.

But if this is the side which we choose, then the work ahead of us is indeed great—and the greatest task of all is the remaking of ourselves. If this is to be the area of our

common understanding, then the first job of our public relations expert is one that he will call internal communications. In the process will come surgery and pain—surgery for our programs and pain for ourselves and perhaps our clients.

Every single phase of our existing programs goes under examination now. Which thinking does it represent? Does it grow out of a real belief in the blind, or a belief in the pitiableness and the helplessness of blindness?

As we start the process of reexamination, again and again we are going to come up against this defense of a program:—"the poor, dear blind people who take part in this activity just love it." And it may take the utmost skill of casework to assist them to see that they do not in fact love it, but have been forced into it as the best existing substitute for reality they seek.

We ask again of each of our various activities, one after another:—Does it operate because these people are blind? Or is it possibly because they are poor, or because they are aged? If it is the latter, then our job is to work on the agencies for the poor and the aged to see that they give to the blind their rights and their equal place—while we ourselves concentrate on the tremendous problem that lies before us:—the restoration of blind persons to a contributing, participating place in normal society.

If we are to proceed in developing public understanding about the blind, then we will not stop with our programs. We will proceed to look at our clients and our staff. Our clients first—for these are the first and foremost in any real work of developing public understanding. Nor is the education that they give to the public to be accomplished by any pretty phrases in public addresses or private conversation. These educate nobody, except when they express inner and complete conviction. For this is an area of feeling, where unconscious speaks to unconscious more strongly than words can ever speak. The truly adjusted blind person will do more to develop public understanding without any word being spoken than all the protestations of those blind persons who are not convinced of the truth of what they say.

But if your blind clients are the products of your own segregating and sheltering programs, and your staff has picked up its own attitudes from those who are so trained, if dependence has reacted on dependency needs, then where and how do you begin?

Somewhere, somehow, you must break through the vicious circle. I happen to be one who believes that group therapy may be part of the answer. And I mean *therapy*—not the giving out to staff of information about your own attitudes and beliefs, nor even group dynamics operating in staff conferences.

I realize that there are many here who do not share my confidence in depth psychology; that a few fear its effects on our programs, and a number resent its intrusion. Yet, there are many of us who hold that blindness is a severe emotional trauma; and that in our civilization (if not in an earlier one) such trauma leads to difficulties both for those directly involved and those whose lives are touched by it (as are our own). These difficulties lead to real problems of reorganization—and some of us believe that these difficulties while sometimes solved adequately by the individual, are often best solved with the help of those who have studied the psychology of human beings and have been trained to help them in the process of reorganization. And to me that means: psychiatrists, psychologists, and psychiatric social workers.

Parenthetically, I may say that this is carried out in our own program at St. Paul's Rehabilitation Center by three different group therapy sessions—one every two weeks for the families of trainees, two every week for the trainees themselves, and one every week for all members of staff (including—you will all be happy to know—the director).

But back to the training of staff—the developing of common understanding here, as the first step (or an early step) to developing public understanding about the blind. Certainly a lot can be accomplished by letting fresh air into our staffs, through taking those trained in allied disciplines. And also by insisting on the right of blind clients who are potential members of our staffs to get their training, their placement, and their experience in fields other than that of work with the blind.

Then there are our volunteers—potentially our best means of obtaining breadth in developing public understanding about the blind. Our volunteers—all to often stifling in

their own overprotective attitudes, and gushingly empty in their interpretation to the public—not through their failure but through ours. We may not be able to give them therapy; but certainly we can screen them and train them emotionally. And, if we have the courage, we can fire them—as we would fire any member of our staff—when they begin talking about "our blind" in a way that suggests they have ownership over them.

But the job is broader than this by far. There are the families of persons who are blind—the immediate circle around the blind person—the "immediate environment" which we need so badly to influence. Not all of these are going to be available for group therapy by any means; nor will all accept case work—though wherever possible, when needed, we should try.

This is a terribly important area—and in it I give to you a secondary suggestion which may be of benefit. That is the suggestion of publishing a newspaper. I am not talking now of houseorgans (though these have their very real place in your program). I am not speaking of some completely amateur job with the quality of a high school monthly. I suggest rather a real newspaper which will competently present news of special interest in such a way that its every column will be teaching attitudes between the lines. A newspaper where ordinary activities of blind persons are not treated as marvels of the age—where blind success stories and blind failure stories make news together—where blind heroes have their place with blind heels—a paper where a philosophy of blindness is insinuated or hammered home in every issue—a paper does not have to prate of the normalcy of blind persons because it so obviously knows it to be true, and because its whole work is one of helping the families of blind persons to assist them and allow them to become and remain normal.

If now we have taken care of our programs, ourselves, our staffs, our volunteers, our clients, and their families—if we have started on this problem, so that they do not in their actions or their appearance, negate all that we would like to develop by way of public understanding—then perhaps it is time for us to call in the public relations expert and proceed to the problem of developing public understanding about the blind.

Before our expert goes to work, however, there is going to be one last step that we will take by ourselves or in conjunction with him. That is the clearing up of our releases, our booklets and pamphlets, and all those statements of policy and attitude by which—directly or indirectly—we influence the public and its understanding about the blind.

If we believe that our prime job is to assist the blind individual to find his place in the sighted community, then by no stretching of conscience can we allow ourselves or any agents of ours—in fundraising literature, or at fundraising time—or for that matter, at any other time—to set up barriers to the blind persons progress or acceptance. This has been stressed so much in recent years as to need little more than mention here. Yet there are still agencies for the blind which are putting out the most wretched and heartrending appeals, replete with generalizations about the poor people who are blind.

Perhaps this is most notable when some of the smaller groups (and to a degree some of the larger ones, too) begin raising their money for the prevention of blindness, and of the blinding eye diseases. For, it seems now to be an established tradition—practically a sine qua non with the anatomical fundraisers—in raising money to prevent a disease, to convince the public of the horror of it.

And then there are all the agencies which stress the fact that they give things *"free* to the blind", or "entirely without charge to the blind person". Certainly this does little to build public confidence in the blind, or to develop public understanding about the blind.

Last year our own agency (we all come back to ourselves—except that I am not telling you about our admitted mistakes)—last year our own agency distributed a large number of posters in connection with the white cane law. The posters noted that the agency had white canes "available to *all* blind persons—furnished without charge to the needy". Many of those who write for canes received for the first time our billhead (on which they were charged for the full amount the cane cost the agency) and noted the words printed at the bottom of the billhead—words that go something like this:

"Because we respect the dignity of the individual blind person, we also respect his

right to pay for what he orders, when he is able to do so. We also know that in our society many persons who are blind are not in a financial position to pay for some of the necessities of life. If this is your case, simply return this billhead with a checkmark in the place indicated, and this bill will be sent back to you by our social service department receipted paid."

The result? A few blind people are talking loudly against the agency. A few people in agencies for the blind who heard what we were doing are only just now recovering from the shock. And, a number of blind people have decided they will get their canes from us in the future—whether by the money or the checkmark method.

So much for the giving of handouts—"free to the blind".

There remains one grave problem—the problem of semantics. What words are we going to use?

I don't believe that you solve a single problem by changing the word "blind" to the word "unsighted". This is just a way of trying to run away from reality. It no more works than trying to change the name of a shop from "sheltered" to "specialized"—while still keeping it sheltered. Or trying to change the word "segregation" into the word "separation"—if you are still keeping blind persons segregated *or* separated from normal family life, normal social life, normal recreational life, and from normal competition and cooperation with their fellows.

In the area of semantics, however, there still remain two words especially to be avoided. The first of these is the word "affliction"—and here my difficulties are largely theological. For, the word of its nature, and by its derivation, suggests *punishment*. The step from punishment is on to sin and guilt—and then to the notion that the person is somehow responsible for his own blindness. And thus, its very use is wrong, since the things that it connotes are false.

The other thing that I speak of as in the area of semantics is more than a word. It is a whole concept. I speak of the concept of light and darkness.

I know the whole controversy that I am getting into. I do not, you may say, go into it blind. I know the controversy, but your committee asked me to speak today on developing public understanding about the blind. And it is my strong belief that as long as this concept stands in the way, we will never begin to develop public understanding—for, understanding is more than knowledge, and emotional problems can stand completely in the way of its development.

Yes. I know the controversy that I am getting into. I know that much time has passed since Cutsforth and Chevigny developed their thinking on this point—and that many agencies have done nothing about it, except to get angry.

I know that, in that period, new agencies have come along which have used the concept in their title, in their mottoes, on their letterheads, in their symbols, and in their tearjerking literature about the world of darkness.

To some of you then, this must be a final blow in this jeremiad—attacking your very title to existence. Could I skirt it? Should I avoid it? Should I steer my course away from it? Not if I am going to state here the things that I believe are absolutely essential steps in developing public understanding about the blind.

From history's dawning, darkness has been equated with evil, ignorance, and sin; with intrigue, and terror, and the fear of the night. And Lucifer (the Light Bearer) became in his fall the Angel of Darkness.

Throughout literature and human tradition, light has been coupled with life itself—*Phos* and *Zoe*—*Lux* and *Vita*—*Light* and *Life*. Light has been equated with goodness, with truth, and (in the wonderful Eastern theology of Light) with God Himself.

In view of all this, will you allow yourself to believe that you can equate darkness with blindness, or light with sight, without terrible (though unwitting) disservice to the blind?

Remember that thousands of blind persons will back Cutsforth and Chevigny in their thesis that a life of blindness is not a life of darkness. (And remember, too, how few of your caseload, how very, very few under the present misleading definition of blindness are truly without light.)

If you by any use of the concept should tend to build on this notion that light and sight are one, that darkness and blindness are to be equated—then all history will go to work—all history, all tradition, almost human

nature itself will go to work on the understanding of the public to make them believe —or at least vaguely feel—that a life of blindness is also a life of gloom, of horror, and of sin.

Fellow members of the American Association of Workers for the Blind, my years in this field now number sixteen—sixteen interesting years in which I believe that I have seen much of ferment, much in process of growth. In the last few of these years, it seems to me that there has been developing a real surge of common understanding, or at least of much new thinking. It seems to me that in these latter days, the issues are being drawn with increasing clarity—and the time is close at hand when we must choose our positions, and stand up to be counted.

The real job of developing public understanding about the blind is ahead of us, but not too far ahead. In some ways we might call it the final step in the emancipation of the blind.

It is a vast job indeed—and of inestimable importance.

But its beginnings must be in ourselves.

So let it be!

SUMMARIES OF GROUP MEETINGS

GROUP A

ALFRED SEVERSON, Chairman

Executive Director, Chicago Light House for the Blind
Chicago, Illinois

The meeting of Group A was attended by about 90 members and guests and was ably directed by Mrs. Geraldine Rougagnac, Executive Director, Harris County Association for the Blind, Houston, Texas. The meeting included an examination of the methods, techniques and policies for developing a team spirit and proper motivation of staff members in an agency for the blind.

First paper was excellently presented by Mr. Lee Lacy, Director, Goodwill Industries, Dayton, Ohio. Mr. Lacy described proper motivation of staff as: "Encouragement of the Staff in working vigorously cooperatively and creatively in handling agency objectives in a dynamic way."

Mr. Peter Salmon, Director, Industrial Home for the Blind, Brooklyn, New York, gave an excellent paper, pointing out conditions which cause a team spirit, obviously desirable in any agency, to thrive and then pointed out some of the factors which may prevent its development. All members are urged to read these papers as printed in the proceedings.

Both speakers indicated basic conditions which must exist if a team spirit is to be developed and proper motivation of staff promoted. The basic essential is a deep respect for the individuals served by the agency and a mutual respect and broad tolerance of the individual staff members representing various specialized disciplines.

In promoting a healthy climate of operation, clear lines of authority, well defined areas of operation with recognized provisions for overlapping, together with the democratic process and staff participation in policy determination and execution were recognized as basic techniques. Staff development is an important part of positive motivation. Such can be secured through an easily available executive and a well planned program which utilizes democratic staff meetings.

In the discussion which followed, an important question was raised: *"Is there any particular motivation in work for the blind?"*

In answering this question there seemed to be a general feeling that the "missionary spirit" was being replaced by an intelligent, higher competence in offering service to clients. In choosing and working with the staff the soundest personnel policies require an understanding of each staff member's motivating drives. Since volunteers and board members become important parts of an agency's operating staff, the training and proper motivation of such persons merits continuing attention of agency executives and staff members utilizing such help. An excellent point

was made that the motivations for continuing in the field were more important than those for entering in the field.

The need for developing high standards of professional competence in staff members through sound basic training, in-service growth, proper job specifications and adequate remuneration was stressed. It was the sense of this meeting that this area of work might be related to the study now being carried out by the American Foundation for the Blind—Criteria and Standards for the Ideal Agency. It was suggested that our Chairman be instructed to request the Foundation for the Blind to study the matter of standards of performance, job descriptions for various direct and ancillary services, and salary ranges, and to present the findings, suggestions and problems related thereto as the program of Group A in 1955.

It was further suggested that the Chairman, with the help of interested members develop a brief selective bibliography of books, pamphlets and the like related to important administrative practices. Such a list should include materials developed for use by industry, labor and social scientists. It was stressed that workers in the field be continually alert to standards and good practices developed in other fields yet which may have a direct bearing on agency work and aid in the development of staff team work.

GROUP B

WINFIELD S. RUMSEY, Secretary

Director of Vocational Services, Industrial Home for the Blind
Brooklyn, New York

Members of the group would like to take this opportunity to express their appreciation to the Program Committee and to our Secretary General for arrangements made in securing both the facilities and extra time for our meetings.

During our first session the papers presented covered the following range of subject matter.

Mr. Vernon Hull discussed the present trend in staffing Rehabilitation Agencies with professionally trained blind workers. Mr. Hull's study covered an area served by 52 state Rehabilitation Agencies dealing with this question. Mr. Hull's report indicated an upward trend in the employment of academically qualified staffs but pointed out a significant loss in the opportunity for staffs to receive specialized service training through federal office sponsorship. He made note of the questionable trend of the "quickie" rehabilitation course which supposedly can convert a specialist into a rehabilitation specialist in a week or so.

Mr. Douglas MacFarland discussed trends in the placement of the blind. Mr. MacFarland presented an interesting and informative paper covering 6580 rehabilitation specialists from 1949 through 1953. This very worthwhile work and the 11 pages of statistics could only suffer as a result of any summary prepared by the secretary. It is because I feel it well worth the time devoted to study it that I am limiting my report to the request that it be read in its entirety from the Proceedings.

W. S. Rumsey presented a paper discussing the topic "Where are we going in our adjustment programs?" Since he is in the room at the present time, I choose not to embarrass him by offering any comment regarding his paper.

Mr. George Taulbee discussed the topic "Counselling—are We Doing It?" It was a refreshing experience to hear a most able person outside of our field of specialization discuss a much used service. His presentation was most provocative and served the purpose of setting those who attended to re-examining the type and quality of the job they were doing. May I recommend this paper to all regardless of your specialty. It is so composed as to permit you to substitute your area of specialization for the term counselling and thus gather much real meaning from it.

Evening Session. Texas Bull Session. "Placement." The formal presentations were quickly disposed of by Mr. A. B. Tipps—Agriculture, Mr. D. C. Clayton—Business, Mr. Arthur Voorhees—Industrial, Mr. Norman Yoder—Professional. Mr. Tipps quickly established the sovereignty of the United States of Texas.

The meeting then proceeded to meet the expectancy of those who planned it. The remarks of the speaker served to initiate a healthy flow of discussion from the floor which would have continued through the night had we not previously learned that the Sheriff's Posse was posted near at hand. Actually the spontaneous contributions from the floor resulted in a beneficial learning situation for all of us present. May we express the hope that there will be further discussions on many other topics in the future meetings of Group B.

GROUP C

*** HELEN VARGO, Secretary**
Special Service Worker for the Blind
State Department of Public Welfare, Fort Smith, Arkansas

From the business portion of our meeting we report that our very able chairman, Robert Langford, Pennsylvania, resigned that position inasmuch as he is no longer actively engaged in home teaching; and Sarah Gissendanner, Virginia, was elected his successor.

At the meeting last year the Group decided to conduct a survey to ascertain the interest in and determine the need for a correspondence course in diseases and anatomy of the eye. Thus, 860 questionnaires were sent to agencies (not individuals); 139 were completed and returned with 118 enthusiastically favoring such a course. Indicated need for the course is pointed up in three areas: for staff training; for AAWB home teacher certification; and for personal professional use. The requests came from home teachers, administrators, rehabilitation counselors, librarians, schools for the blind, and other workers in the field, both from the United States and Canada. For some time now the Hadley School for the Blind, Winnetka, Illinois, has been working on the development of such a correspondence course, therefore, a complete report of the survey findings will be sent to the Hadley School with a resolution adopted by the Group commending the School for their work already done, pointing up the indicated need, and recommending that the survey findings be considered in their final course planning. The resolution also asks that consideration be given to having the course made available in both braille and ink-print.

The Group was so inspired with the successor of the survey just mentioned that they decided to try their hand at still another survey with the findings to be reported at the next meeting. The survey, proposed by Mrs. Juliet Bindt of California, will have to do with the Standards of Measure of Services with Home Teachers (the theme of this year's meeting). It will be a nation-wide survey to help crystalize the thinking of the home teaching practitioners on this subject.

Three formal papers were presented at the afternoon session:

1. Miss Annette Dinsmore, American Foundation for the Blind consultant on deaf-blind services, spoke about The Potential Role of a Consultant on Home Teaching for the Blind on the American Foundation for the Blind staff. Miss Dinsmore outlined the duties and function of the consultant as follows: she must be aware of areas of need in research; consult with home teachers, supervisors, and employers; evaluate and initiate in-service training courses, and coordinate college courses; make surveys as a member of a Foundation team or singly; handle all correspondence relating to home teaching; serve as an official Foundation representative; be aware of trends in the work whereby new policies are developed; and write and review articles on home teaching.

2. Mrs. Juliet Bindt, Field Worker for the Blind; State Department of Education, Berkley, California; presented a detailed outline of proposed Standards of Measure for Services with Home Teachers from the home teacher's point of view. She points out that to date there is no manual setting forth standards for

* Visually Handicapped.

home teaching services, so the views expressed in her paper are personal ones based on her 14 years of experience in the field.

In a brief historical background she shows that the first home teachers were volunteers; and later the paid workers received a mere pittance for their services. They were so busy that they had no time to concentrate on standards for personnel, nor time to push for better salaries; subsequently it has been in only recent years that attention has been focussed on these factors.

She believes that work for the blind must be approached on two fronts; that of preparing the blind individual for his environment, and preparing the environment for the blind individual. These approaches require an infinite number of professional skills, united in the team-work technique. For the home teacher to assume a rightful place in the welfare team she says four things must be accomplished: (1) "Dispel misconceptions by properly interpreting to our coworkers the nature of our services"; (2) "Be sure we are qualified to render professional services"; (3) "Seek working condition that will enable us to do good work"; and (4) "Demanding compensation that will attract trained workers and that will represent the value we put on our services."

She asks are we case workers who teach, or are we teachers who do case work—she holds to the latter thought. She follows then with a proposal to change the home teacher's title which she feels will earn for the workers greater professional respect, and help in establishing client-worker rapport (the client will be more likely to understand the word "teacher" than "case worker"). Numerous titles are already in existence, but she suggests another possible, more descriptive title; that of: visiting teacher for the adult blind.

The following statement summarizes Mrs. Bindt's goal for home teaching services: "The home teacher should impart to the blind individual, his family, and his community positive emotional reactions, and constructive mental attitudes toward the problems arising from the absence or loss of sight, as well as toward their solution; and further more should provide information and basic instruction that will enable the sightless person to live a well-rounded happy productive life consistent with his maximum potentialities."

Mrs. Bindt points out that her proposed standards are discussed in terms of ultimate goals, not what may be practical or possible today. No survey of existing standards was made, but she believes that such a study should be made before final conclusions are reached.

Under the heading of Choosing the Worker she favors maintaining a rigid requirement for educational background and experience, but feels that personal characteristics should be the determining factor. She adds to this thought: "Knowledge and skills are essential, but the best of programs can be ruined by improper personnel."

She outlines her specific proposed standards under the following headings: education (academic and acquired skills); experience; personal characteristics; working conditions; and compensation. She believes that the AAWB home teacher certification standards are a step in the right direction, but feels that the present requirements are not broad enough, nor the craft proficiency requirements strict enough.

3. The third speaker, Mr. Joseph F. Clunk, Managing Director; Philadelphia Branch; Pennsylvania Association for the Blind; Philadelphia, Pennsylvania, presented a paper on the same subject from the administrator's point of view.

It is his belief that the number of home teachers in an area should be based on the potential case load to be served. This potential case load can be ascertained from the accepted statistical figure of two blind people per 1000 population. Thus one full time home teacher or social worker should be employed in a population area of 200,000. Variations are necessary when the population is widely scattered, and depending on the variety of services required of the home teacher or social worker. The greater the variety of services the smaller the case load.

He further pointed out that the home teacher and social worker is the first in line on the public relations front, and is a major influence in developing and securing financial support for services for the blind whether it be through a legislative appropriation for a public agency, or through contributions for a private agency. In this last role he called the home teacher and social worker "Salesmen for the agency's services."

GROUP D

* MRS. RAYMOND E. DICKINSON, Chairman
Chicago, Illinois

The meeting of Group D of the American Association of Workers for the Blind was called to order at two p.m. on July 12, 1954 in the Sam Houston room of the Rice Hotel, Houston, Texas. Mrs. Raymond M. Dickinson, Group Chairman, presided.

After the meeting was called to order, Mr. Jake Jacobson of Virginia, member of the Board of Directors from Group D, gave a report on the Board meetings he had attended during the past year. Then followed a brief welcoming talk by the Chairman, after which there being no further business to attend to at this meeting, the speaker who was to present the program for the meeting was introduced.

He was Mr. L. L. Watts, Executive Secretary of the Virginia Commission for the Visually Handicapped. The provocative title of his address was "Salmagundi". Mr. Watts presented a most interesting talk on general attitudes toward blindness. He strongly advised against the frequent use of the word "blind" in the titles of organizations for the blind. He stated that in his state particularly he has worked for and has now achieved the change of the title of his Commission from the Virginia Commission for the Blind to the Virginia Commission for the Visually Handicapped. In his talk he gave a stimulating description of the various activities of the agency and the methods used for the teaching and employment of the blind people in Virginia. He spoke also of the program of sight conservation and the use of sight-saving classes in the public schools. Mr. Watts then gave his ideas concerning the future problems arising because of segregation in his state. After his talk there was a provocative discussion period.

The meeting was adjourned at three p.m.

* Visually Handicapped.

GROUP E

MRS. KATHRYN C. BARKHAUSEN, Secretary
Director, Division of Services for the Blind
Colorado State Department of Public Welfare, Denver, Colorado

A meeting of Group E, consisting of Executive Heads of Any Commission or Association Doing Statewide Work for the Blind, was held in the French Room, Rice Hotel, Tuesday afternoon, July 13, 1954, at two o'clock.

Mr. Harry E. Simmons, Executive Director, Florida Council for the Blind, Chairman, called the meeting to order and introduced the keynote speaker, Mr. Harold Richterman, Director of Burwood, a facility offering services to the aging blind in Brooklyn, New York. Mr. Richterman spoke on "What Are The Special Needs of the Aging Blind And How Can These Best Be Met".

In quoting from Ralph J. Hurlin's article, which appeared in the September, 1953, Outlook for the Blind, Mr. Richterman observed that the proportion of older persons in the population is now one of the principal factors determining the number of blind persons, and the fact that due to increasing longevity with more than half of the blind over 65 years of age, it has become an important need to direct an increasing portion of the facilities and services for the blind toward meeting the needs of the aging blind. These needs were ably presented as being more diverse than those of the younger blind by reason of their pattern of living. Mr. Richterman suggested that many blind persons of limited economic resources and limited cultural assets, with reasonably good home conditions, may be stimulated and benefited through a homework program and offered some very good suggestions for a successful program of homework for aging blind. In his paper, which will be printed in its entirety in the Proceedings of this convention, he gave nine points which might well be studied and used as a guide, if such a program is indicated in your community.

He also suggested volunteers for such serv-

ices as drivers, readers, musicians, guides and many other types of helpers who can find their place in a well planned and directed day center program. For those aging blind who can leave their homes, this type of service helps to maintain satisfying work patterns.

Mr. Richterman said the increasing need to provide residence for aging blind persons should be carefully analyzed and decided whether they need small housekeeping units, or boarding house facilities, or for those who are ill, hospitalization or convalescent home care, or homes for the aged. He pointed out that a residence for the aging blind should meet the needs of clients in the following ways:

1. To provide conditions of cleanliness, orderliness, ventilation, lighting and diet.

2. To provide a program of general medicine and geriatrics in order to safeguard psysical tolerance, etc.

3. To recognize the need of every individual for self-respect by offering a program of occupational therapy.

4. To integrate social activities and interests of the clients with those of the community at large.

5. Relatives of clients should not be separated from problems of the clients.

6. Admission of the aging blind client should never be regarded as marking the end of his period of usefulness but instead, it should be considered the beginning of his return to as personally satisfying a life as he can possibly achieve.

7. Clients should be helped to acquire the greatest insight into their problems of which they are capable and the solution of their problem should be approached on the basis of cooperation between staff and client designed to foster self-help in the client, as far as possible,—a client's needs should be met with him, not for him.

Mr. M. Robert Barnett, Executive Director, American Foundation for the Blind, was the first of the panel members and his subject was Social and Special Services for the Aging Blind. He first commented on the preceding paper by saying he thought the general effect of the paper was going to encourage a program for the aging blind, but urged that we not go home and start a residential center just to put the aging blind away. He said he noticed that the Talking Book had not been mentioned and he felt this service, especially to the newly blind, meets a very special need. Then he suggested that the calls made by a Home Teacher who can explain the many services available to the blind, opens up a new world to them. He said the teacher should be hesitant to insist on the client learning Braille, but if he wants to learn, let him try. Mr. Barnett said he felt that this approach by home teachers is much better than a residential home and again said, "do not build more institutions".

The next panel member, Mr. H. A. Wood, Executive Secretary, North Carolina Commission for the Blind, spoke on "Medical Services for the Aging Blind". Mr. Wood said that the aging blind belong to a minority group composing a segment of our society which is often overlooked and neglected. For the most part, they have lived as sighted persons and blindness has meant restriction of activities. The effect of the onset of blindness varies with individuals, but most people react to such a condition with fear and despair. A feeling of dependency is a real threat to happiness and a purpose in life to many people. Mr. Wood said it is easy for the rest of us to neglect the aging blind—to put them on the shelf and let them sit idly waiting for the end. Many fine minds and nimble hands wait for an understanding attitude and a helpful suggestions. They have a big contribution to make, if we will accept them.

Mr. Wood then gave some documented statistics on the causes of blindness and stated that of the 308,000 blind population in 1952, (now estimated to be 320,000 in 1954) fifty percent of them are over 65 years of age, and that an estimated fifty percent of blindness can be prevented or postponed. He therefore, emphasized the need for prevention of blindness, as it is not enough to keep an aged blind person alive—simply being alive is not enough. Let us make up our minds, he said, that rehabilitation is not merely a method or a technique, but rather a concept or a philosophy. The paper with its statistics will be printed in its entirety in the Proceedings of this Convention.

Mr. H. Burton Aycock, Director, Division for the Blind, Louisiana State Department of Public Welfare, the third panel member, was unable to come to the Convention to present a paper on "Feasible Vocational Rehabilita-

tion Services for the Aging Blind." However, Miss Julia Lawson of the Texas Commission for the Blind very graciously consented to talk on this subject. She said that Mr. Richterman had pointed out a number of problems and some of their solutions. Miss Lawson said she thought the aging blind should be carefully screened and if found to be unemployable that other skills be sought. In the Vocational Rehabilitation program a person must be potentially employable in order to receive training, which in most cases of the aging blind is not feasible because they do not have flexibility nor agility to compete with the younger blind.

Considerable discussion from the floor followed with lively participation.

Unlike former years, Group E had the smallest attendance in years, with 73 persons present when the roll was called.

The only business conducted was when Dr. Francis J. Cummings moved that the Chairman appoint a committee to draw up a resolution to present to the membership calling upon the Conference Committee handling the amendment to the Randolph-Sheppard Act, suggesting that certain of the amendments being considered are undesirable to Group E, which is composed of Executive Heads of Any Commission or Association Doing Statewide Work for the Blind. The motion was seconded and unanimously carried. Mr. Simmons, Chairman, appointed Dr. Francis J. Cummings, Mr. George F. Meyer and Mr. H. A. Wood to draft such a resolution, and then adjourned the meeting at 4:30 p.m.

GROUP F

* EUGENE D. MORGRET, Secretary
Assistant General Manager, National Industries for the Blind
New York, New York

Section F representing executive heads of National agencies for the blind and professional staff members, met Tuesday morning July 13.

The meeting which was well attended, was opened by the Chairman, Mr. Arthur Weir.

Mr. Weir called first upon Robert Barnett to report upon the progress of the study on Criteria and Standards in work for the blind which has been in effect some two years.

Mr. Barnett reminded the group of the resolution passed a year ago by Section F and subsequently submitted to the Board. The resolution asked that the American Foundation for the Blind assume the responsibility of a comprehensive study on Criteria and Standards in Services for the Blind, such study to be formalized in manual form for distribution. The Board accepted the resolution as presented. The next consideration became the determination of content and implementation of the study.

Mr. Barnett suggested that the title Criteria and Standards be changed to Standards and *Principles* in services to the blind. This he felt, offered more suitable and simple terminology.

Mr. Barnett then presented Mr. Alexander Handel, a new member of American Foundation for the Blind staff under whose direct responsibility the study is to be carried forward.

Mr. Handel very ably outlined in detail his anticipated plan of procedure toward what he termed a comprehensive codification of Criteria and Standards in services for the blind, the result of which was to provide a base for developing and improving essential services for those members of our community who are blind. Identifications and general agreement on standards, he believed, would provide a more trustworthy basis for administration, supervision and appraisal of programs presently being carried on.

Mr. Handel indicated that it was his intention to use research, statistical data and the committee process as methods of procedure.

Mr. Handel's presentation was enthusiastically received and it was suggested that he be asked to report at a General session at the next meeting of American Association of Workers for the Blind.

Following Mr. Handel's report, representatives of national and private agencies presented papers on the subject "What responsibility should the National Agency assume in the establishment of Criteria and Standards?".

* Visually Handicapped.

In brief the following points were made by each particpant.

Mr. Barnett, American Foundation for the Blind outlined the function of his agency emphasizing the responsibility of a national agency in the area of research.

Mr. Kleber, National Industries for the Blind, pointed out as a liaison between competitive industry and the workshop for the blind, National Industries for the Blind must seek some acceptable method of offering sound and effective advice and counsel through which member agencies may offer greater work opportunity to the employable blind.

Miss Marjorie Hooper, American Printing House for the Blind, pointed out that their organization, in the preparation of clear type books for conservation of vision classes must meet standards of the regular printers. In the preparation of Braille books for schools, there are definite standards which also must be met.

In addition to this type of work they also publish The Reader's Digest for individual blind persons in Braille and on talking book records.

Dr. Franklin M. Foote, National Society for Prevention of Blindness reported that only a few years ago there were no agencies affiliated with the National Society. Presently three state organizations have become affiliated together with nine more or less branch organizations.

These organizations represent acceptable standards in prevention programing. Dr. Foote pointed out that the National Society did not offer agency consultation unless specifically invited. He also indicated that they might refuse an invitation if the quality of the program was not wholly acceptable.

Mrs. Weber, Travis Association for the Blind, taking the word of UNITY as the basis of a philosophical approach, graphically pointed out the simple but essential qualities through which agencies, national, state and private, might hope to achieve maximum of standardization of effort and a betterment of services to the blind.

Mr. Earl Barrett, Pennsylvania Working Home for Blind Men pointed out that National agencies were brought into being to fill the gaps beyond the strength of local groups. It is important, he said, to measure all services against a national standard. Such standards to be sufficiently flexible to permit national, state and private agencies to meet on a realistic level. Mr. Barrett in his closing paragraph summarized in a measure the content of the session. In reference to the study and promotion of Criteria and Standards he said "More important, they will broaden and improve the direct services to blind individuals everywhere, which is why we are meeting here, what we are talking about and what we are working for every day in the year."

GROUP G

*W. E. ALLEN

Superintendent, Texas School for the Blind, Austin, Texas

The first part of the session of Group G consisted of two papers presented by Mr. V. R. Carter of Oklahoma and Dr. Charles Buell of California. The title of Mr. Carter's paper, "Where Shall Blind Youth Be Educated?", exposed all the different educational possibilities for blind students. His handling of this question was done in a manner impartial to all. He brought out the fact that due to the recent increase in blindness we must recognize the importance of residential schools, of classes for the blind in public schools, and of efforts on the part of some residential schools to send their pupils to public high schools.

The Oklahoma School is sending students to the public high school, and it has been found that many of those who were exceedingly timid heretofore, have gained profitable poise due to their contacts with sighted students. In general, Mr. Carter pointed out recent improvements made in all residential schools:

I. Outstanding modifications in social programs with
   A. Breakdown of old boy-girl taboos
   B. Strengthening of relationships with

* Visually Handicapped.

general public with such things as cooperative high school programs, Boy and Girl Scout programs, interscholastic wrestling, Church activities

C. Improvement of instruction in social graces, since pupils now see a direct need for such

II. Courses inaugurated in travel training which will help graduates immeasurably both socially and economically

III. New ultra-modern and efficient school plants being built in various states

Dr. Buell's paper ("Placement Personnel Evaluate Young Blind Graduates") shows the results of inquiries made of placement agencies. The sum and substance of his paper is as follows: "There are some weaknesses commonly found in graduates of schools and classes for the blind. These wide-spread weaknesses are of such a nature that the schools could eliminate much of the trouble by employing the pupil's time to better advantage. Placement personnel, people who must meet problems in a realistic manner, are fairly unanimous in some of their suggestions for improvement. Now it is time for schoolmen to evaluate their program for educating blind youth from a more realistic point of view."

The second portion of the Group G meeting consisted of a panel discussion relative to the advisability of sending students from residential schools for the blind to public high schools. Mr. Paul Langan of Kentucky, Mr. Carter of Oklahoma, and Dr. Buell of California, defended this plan. Mr. Allen of Texas opposed such a procedure.

Mr. Langan having had more experience with this plan than any of the others on the panel, gave a brief history of the work done both in the Maryland School and in the Kentucky School. Mr. Carter, in addition to an excellent exposure of the work being carried on at the Oklahoma School, also attempted to disconcert the opposition by pointing out a few of the disadvantages of such a plan. Dr. Buell enumerated several advantages in a social way which have been realized by students of the California School.

It appears that the defenders of this plan have one primary objective in mind—which is to accustom high school students to live and to work with students in the public schools, to the end that the blind child is able to enter college in a manner more acceptable than the gap which must be bridged by the child who transfers from the residential school to college without having had the public school experience.

Mr. Allen opposed the plan for two reasons. In the first place, such a procedure more or less disrupts the entire schedule of the residential high school, merely to accommodate a very small percentage of the total enrollment. In the second place, the child does not gain all the advantages claimed by the proponents of this plan. It is the opinion of Mr. Allen that the child is more or less pampered by public school teachers, and that grades are not really earned by the child but are given to him. Furthermore, the child has not gained the all-important social adjustment unless blind boys can have frequent dates with sighted girls and blind girls can have dates with sighted boys.

The defenders of the plan failed to prove that their students had gained full social recognition.

GROUP H

DONALD G. PATTERSON, Chairman
Chief, Division for the Blind, Library of Congress, Washington, D. C.
and
NELSON COON, Secretary
Librarian, Perkins Institution, Watertown, Massachusetts

The meeting was called to order at 2:00 p.m. After the reading and acceptance of the Minutes for the 1953 meeting the roll was taken. The attendance, 53 members and guests, smaller than at Washington but larger than at either Louisville or Daytona Beach, was gratifying. Mr. Donald G. Patterson was in the chair with Mr. Nelson Coon as Secretary.

The program followed a prepared agenda. The first participant, Nelson Coon, Librarian of the Perkins Institution, analyzed and drew some conclusions from a Survey recently conducted by the Library of Congress on Publication and Circulation of Braille Books.

This Survey was conducted in January, 1954, by the Library of Congress with the assistance of Miss Margaret M. McDonald, Librarian of the Wolfner Library for the Blind, St. Louis Public Library, and Miss Mildred L. Methven, Librarian of the Braille and Sight-Saving School at Faribault, Minnesota.

The purposes of the Survey were to ascertain whether there had been a decline in the service of Braille reading materials during the last ten years, and, if so, the extent of such decline and its incidence throughout the regional system; to identify the reason or reasons for such a decline, if found to exist; and the effect of circulation on the publishing of Braille.

The returns from the Survey were analyzed and reported upon at the meeting of the A.L.A. Committee on Work with the Blind at the Mid-Winter Meeting of the A.L.A. by those conducting the Survey, and it was felt that the information would be of interest to the membership of Group H. Mr. Coon's presentation, although brief, included reference to the reports as previously submitted and an original analysis of the basic data obtained. The Survey statistics indicated that only 15% of library users were Braille readers, and that this group constituted only 3% of the estimated number of blind in the country.

His conclusions were: (1) that although there occurred an obvious and substantial decline during the period 1939-1948, the overall decline during the last five years has been very slight, marked by increases in about half of the regional libraries, and that a levelling off or stabilization in circulation was indicated for the time being with a possibility of increase in circulation in the near future when the large number of children now handicapped visually by rentrolental fibro-plasia reach the reading age; that the decline appeared prevalent throughout the regional system, and the latest statistics showed about half the libraries reporting a continued although slight decrease and half a moderate increase which apparently bore no relevancy to geographical locations or rural and urban service; that the popularity of the Talking Book was obviously the principal factor in the decline although other reasons which could not be positively identified might also be contributing factors; and that the publication of Braille was maintaining a proper proportion to the circulation.

The second topic was the presentation by a panel of reports on Research and Development in Sound Reproduction and Braille Printing being conducted under the program of Books for the Blind.

As an introduction to the panel Mr. Patterson pointed out the obvious need for research and development in a program depending upon a satisfactory performance by complex electronic devices or the maintenance of satisfactory standards of printing, and this need had been recognized by the fiscal authorities of the Government as incidental to the provision of reading materials, that we had previously had such advice and counsel from the National Bureau of Standards in the area of sound reproduction, and that the incentive for both of these parellel contracts was not so much a dissatisfaction with existing methods as a conviction that it was essential that the program keep abreast of rapidly changing techniques and potential improvements.

Mr. John W. Breuel, Director of the Division of Technical Research of the American Foundation for the Blind summarized the research in Sound Reproduction basing his report on the quarterly reports under that contract. Mr. Virgil E. Zickel, Plant Manager of the American Printing House for the Blind, reported on the research in techniques of Braille Printing, drawing upon the program reports under that contract.

The third topic was the presentation to the Group of the recent statement by the Library of Congress on *Book Selection for the Blind.* Mr. Patterson pointed out as an introduction that this was not a statement of new policy or procedure recently developed, but merely the accomplishment for the first time in writing for publication of policies and procedures which had been in process of development over a period of time and represented the contributions of many individuals who had participated in the administration of the program. There was no discussion of the statement after its reading other than an expression that it be distributed to the regional

libraries, but it was favorably received (as it was by the A.L.A. Committee on Work with the Blind in February) and the Group adopted a motion commending the statement and recording its appreciation to the Library for its preparation.

The final topic was a brief summary of the Report of the Joint Braille Committee by its chairman, Paul J. Langan, Superintendent of the Kentucky School for the Blind. This report represents the culmination of several years of deliberation and study by the Joint Committee including three members from the American Association of Workers for the Blind and three from the American Association of Instructors of the Blind. It proposes certain changes in the Standard English Braille Code which, if and when adopted, will effect certain minor changes in the transcribing and embossing of Braille, and will necessitate a revision of the Manual of Standard English Braille for the Guidance of Transcribers and Other Embossers. The changes were approved by the American Association of Instructors of the Blind at their 1954 Convention in June and by the American Association of Workers for the Blind at their 1954 Convention in July. Before adoption the revision is to be submitted to a comparable committee in Great Britain for acceptance, comment or suggestions. Group H adopted a motion approving as a body (since some of the individual members had not availed themselves of the opportunity to study the changes) the revision in principle, with the understanding that such action constituted merely an endorsement, and that official approval by the Association could only be taken at the business meeting when the report was submitted.

The report does not reflect the free and full discussion which was constructive and profitable. Although no momentous decisions were made, a number of confusing points were clarified.

GROUP I

* GORDON L. JOYNER, Secretary
Placement Supervisor, Virginia Commission for the Blind, Richmond, Virginia

Group I met on the morning of July 13th for its fourth annual meeting with Mr. W. J. Strickland, Chairman, presiding.

Speaking on the subject of "Design for Successful Selling" Mr. S. A. Robinson, district sales manager, Lance, Inc., Greenville, Texas, emphasized three major points for the consideration of business enterprise specialist: first, a suitable location for the business; second, a careful selection of fixtures and equipment calculated to display the merchandise to the best advantage; third, careful selection of a suitable operator. In the latter connection, Mr. Robinson pointed out that the operator should recognize, that not he, but the customer, is actually the boss. He further stressed that the operator should not only be the kind of person that the salesman likes to sell to but also the kind of person the customer likes to buy from—an objective which can only be obtained through complete integrity on the part of the operator and a sincere desire to be of service.

Mr. Douglas R. Strong of the Canadian National Institute read a paper prepared by Mr. George E. Piper, executive director, Business Opportunities For the Blind, Chicago, Illinois, the subject of which was, "Agency Responsibility to: (1) the Operator; (2) the Public."

According to Mr. Piper a vending stand program can best be administered by a public agency and a private agency working in close cooperation, with the responsibility of each carefully defined in a written agreement. It was Mr. Piper's view that while the private agency should be responsible for the day-to-day supervision of the vending stand program, the public agency should retain the right to the selection and removal of operators. Mr. Piper felt that central control of the program was indispensable, that supervisory personnel should be normally selling persons, with previous experience of a successful kind, in retail selling, preferably with a chain store type of business; that there should be absolute freedom from pressure groups of any kind in the selection of operators; and that

* Visually Handicapped.

the vending stand program be self-sustaining. He went on to emphasize the importance of careful selection of the operator and adequate training of the operator before assignment to his permanent location. Mr. Piper stated that fringe benefits to the operator, such as group insurance, retirement and vocation benefits, are matters best handled by the private agency. According to Mr. Piper, no vending stand program can succeed without complete acceptance of responsibility on the part of the agency for conduct of business by the operator.

In the third paper of the morning, Mr. Walter G. Phillips, Vending Stand Supervisor, Services for the Blind, Vocational Rehabilitation Division, Oklahoma City, Oklahoma, discussed "Procedures and Techniques Used in Securing Stand Locations." In Mr. Phillip's experience the best method for acquiring new vending stand locations has often been to let the program sell itself whether through first-hand inspection of existing location by potential users of the agency's service or through the examination of a folder or brochure description of vending stands being successfully operated by the agency elsewhere. Mr. Phillips recalled one particular instance in which he had tried all the usual methods of approach without getting anywhere only to discover that he was suddenly offered the desired location as the result of the excellent impression created by another nearby location.

MUSIC COMMITTEE

MRS. EDITH C. S. SIMPSON, Secretary

National Music Consultant, Canadian National Institute for the Blind
Toronto, Ontario

The general meeting sponsored by your standing committee on music was held on Tuesday, July 13th, at the scheduled time and place with the Secretary, Mrs. E. C. S. Simpson acting as chairman in the absence overseas of Mr. H. C. Treneer.

During this meeting the following papers were read, and were discussed with a great deal of interest and favourable comment: (1) "Report of the Louis Braille Music Institute of America, Incorporated," submitted by Mr. Albert Gorson, Executive Director of the Institute and read by Mrs. Simpson; (2) "A Blind Teacher of Music in Public Schools," Mr. Robert Monaghan, Batavia, New York; (3) "The Blind in Music Education of the Sighted," Dr. Leonard Burford, Abilene, Texas; (4) "Liessens Music Writer in Canadian and United States Schools for the Blind," Mr. Harry J. Ditzler, Alamogordo, New Mexico. In the absence of Mr. Ditzler, who is a delegate to the world conference on Braille music being held in Paris this month, his paper was read by Mrs. Simpson.

Mrs. Simpson offered apologies on behalf of Mr. Jean Di Biasio for the cancellation of his paper on "General Program for the Promotion of Music as a Profession for the Blind" which he had not been able to complete before leaving to represent Canada at the world conference on Braille music.

With the consent of the meeting Mrs. Simpson was allowed to read instead a paper on "Music in Egypt" by Mr. Nicola Bassili, the blind director of the printing department at the center for the blind in Cairo. This paper had been presented by Mr. A. N. Magill at the annual meeting of the Advisory Music Committee to the Canadian National Institute for the Blind. Mrs. Simpson explained that Mr. Magill had only recently returned to the C.N.I.B. from his period of work in Egypt when the paper was presented and this report of the musical activities of the blind in Egypt had proved of great interest to the Canadian committee. The general meeting of your standing committee on music also found this paper of general interest and requested that this paper and the Report of the Louis Braille Music Institute of America, Incorporated, should be included in the printed Proceedings of this conference.

A question from the floor, "Is it advisable to try to train a sighted teacher to teach Braille music in special classes for blind children in public schools?" brought the unanimous answer from the meeting that "it would be much more satisfactory from every

standpoint to have Braille music taught in these classes by a properly qualified blind musician."

Mr. Jesse Anderson, chairman of the Music Committee of the Western Conference of Home Teachers of the Blind, reported on the work of the Committee in preparing a bibliography of tools, aids and periodicals of special value to music teachers and musicians. He announced that a special grant of financial help had been made by the American Foundation for the Blind to defray the cost of publishing this bibliography and of supplying copies to home teachers and others.

In the absence of the Chairman and other members of the committee, it was not possible to hold a business meeting of your standing committee on music at this conference. We look forward to an outstanding program and a record attendance of musicians and those interested in music at Quebec City next year.

PAPERS PRESENTED AT GROUP MEETINGS

THE MOTIVATION OF STAFF MEMBERS

LEE H. LACEY, Executive Director
Goodwill Industries of Dayton, Inc., Dayton, Ohio

The invitation to speak to you came as quite a surprise to me. Mr. Severson and Mr. Sherman had hardly gotten unpacked until one of them wrote a letter with a copy to the other, asking me to speak on the topic assigned to me. My greatest concern was about the time and the place. How any group would wittingly select Houston, Texas in July as a conference meeting time and place I could not understand. It reminds me of the story of the six year old boy who was making a trip through the south with his parents, and they arrived in Texas and registered at a hotel. Upon arriving in their room, which was not air-conditioned, they all sprawled out in the intense heat trying to relax. Finally, the six year old looked up and very plaintively said to his mother, "Mother, why can't we go back home and live happily ever after?"

Upon receiving the topic "Motivation of Staff", I had mixed emotions. You probably know what mixed emotions are. It's the feeling that a young man has when he goes to a park with his unpopular mother-in-law in his new Cadillac convertible, and upon leaving his car with his mother-in-law in it, happens to turn around to see both the mother-in-law and the Cadillac going over the cliff. My mixed emotions were of this sort when I asked myself what is meant by "motivation of staff", and secondly, am I doing it in my own agency? All of us hope I have figured out what "motivation of staff" means. You will have to interview our staff and probably visit our agency to find out whether our staff is motivated.

The ideas presented are not the results of a scientific research in a psychological aspect of this topic, but are more a combination of ideas and impressions gleamed from reading and from experience as a staff member, and finally as the executive of an agency.

At this point, I would like to do a little public relations job for Goodwill generally and the Goodwill Industries of Dayton in particular. In 1953, there were 107 cities in the United States that had Goodwill Industries in operation. During that year, over 17,000 different individuals were employed and were paid approximately $12,000,000 in wages. During the same period of time, about a million and a half dollars in gifts from Community Chests and other sources were received by Goodwill Industries, and during the same year, the employees of Goodwill Industries, across the country, paid about the same amount of money in local, state and federal taxes.

In Dayton, we have what we humbly, but proudly, feel is one of the best Goodwill pro-

grams in the country. From the standpoint of our program, we are serving in a wider range of areas than any other Goodwill at the present time. Our agency serves both sighted and blind handicapped people. Our average daily employment is a little over 200, the peak last year was 241. We employ approximately 20 staff of which about 8 are in professional areas. The others are in charge of operating departments. We have a physical restoration service providing physical therapy and occupational therapy, we have vocational counseling and testing. In this service, we utilize the resources of a consulting psychologist and psychiatrist. We have a recreation program for blind and other home-bound individuals, a home service program to provide employment for those who cannot use public transportation and employ from 15 to 17 blind individuals in our program in several different departments. In addition to this, we are doing diagnostic and evaluation work in cooperation with the Ohio Rehabilitation Services for the Blind. Our agency started this service in 1946, and was the first agency to offer this service in Ohio. We, also, cooperate with and offer diagnostic service to the general rehabilitation agency and offer training courses in several different areas.

Now, what is "motivation of staff"? For purposes of this paper, I have defined it as "the encouragement and stimulation of the staff to work vigorously, cooperatively and creatively with dynamic results in the accomplishment of agency objectives."

I would like to give you examples of two different types of leaders which it has been my opportunity to work with. The first is what I would describe as a dynamic driver. The man operated his own business very successfully and capably, in addition to that, was very much interested in at least one other voluntary organization to which he devoted a considerable amount of time, money and energy in serving. He was a very forceful person. He knew what had to be done and was always telling everyone exactly what was to be done and, in most instances, how to do it. If the job was not done as he had suggested, he was very quick to criticize the individuals causing considerable feeling about the lack of opportunity to do jobs other than his way.

The second is the kind of individual I would describe as a dynamic leader. He had a very responsible job with an organization, a large corporation, in which he was primarily responsible for developmental work in the planning of improvements on the type machinery and equipment which his corporation manufactures. He was a very able person and very much respected. He was very patient in explaining what was to be done and giving assistance in telling how the job might be accomplished if he felt it was necessary or if it were requested. However, he had a way about him which caused most of us to seek out ways in which we could do our jobs better in order to make his job easier and more effective. It is the latter type of atmosphere which it is my desire to create in any organization in which I work, and in which atmosphere I would most certainly desire to work.

In the presentation of these ideas, I have operated on the premise that the administrator of the agency or organization is motivated by one or two desires. First of all, they are interested in good administration and being recognized as a good administrator on the basis of personal accomplishment. Second, they want their agency to be recognized as one that is well administered.

It appears to me that there are three areas from which there must come basis for motivation. The list presented is not intended to be all inclusive and I hope will be stimulating to all of us to think of other areas from which motivation may arise.

The first area, is from the agency itself. It is necessary that the agency have a valid and defined program. Secondly, there should be adequate job description providing for flexibility in that description for both the staff and the administrator. As all of you know, the words similar to "and other duties as assigned" are usually contained in a job description. This is not to infer than an administrator will or should assign more work than can reasonably be done by a staff member under any conditions. Thirdly, the agency should have a pay scale commensurate with the education, experience and responsibility demanded in the job. And, fourthly, there should be a definite policy and program for staff education and development.

The second area from which motivation must come is from the staff members themselves. There must be a disposition of interest in, and respect for, the dignity of individuals,

particularly those served by the agency. Secondly, the staff member must have adequate preparation through education and/or experience to reasonably perform the duties of the job which they are filling. Thirdly, and this is very important, the staff member must have a disposition, even though a professional specialist, to cooperate with and become familiar with other phases of the agency program and the specialties involved in those phases. This concept just presented seems to me to be one of the most important in our growing field of specialization in the area of rehabilitation. It has been my misfortune on a couple of instances to employ people who in the area of preparation scholastically were found to be qualified for positions in our agency. Upon employment and arriving on the job, it was found fairly early that there was either a reluctance or an inability to understand the other phases of our program. There was little understanding of how they and those in other areas of the agency program might work together. A lack of acceptance of other than their own specialty appeared to be present.

The third area as a basis for motivation must come from the executive or supervisor. In the first place, the executive, or supervisor, must have all of the attributes mentioned for staff members—plus. By this, we mean that they must have greater respect for the dignity of individuals, they must be more adequately prepared for the job of administration and they must have a disposition to understand and work with the specialties within their own agencies and, of course, within their community. Secondly, an executive must maintain a dynamic view of the program of the agency through reading, study, and visiting other progressive agencies. At this point, I would like to mention that in a case of our own organization, we do not limit our visits to other Goodwill Industries, but we make it a point to visit other similar programs. For instance, we have visited the Minneapolis Society for the Blind, the Chicago Lighthouse for the Blind; in Philadelphia we visited the Pennsylvania Association for the Blind and the Philadelphia Shut-In Society. It seems to me that we can learn something from any functioning, meaningful, agency program. A third consideration must be that the executive have respect for staff members as individuals, and further that he learn to know what it is that each wants out of life. Of course, executives soon know about their salary, work space and other things to do the job, but I am thinking more of what is the basic interest of the individual, what is their basic job motivation. Of course, we try to find that in the personality of the clients with whom we work, and it is just as important for an administrator to know that about his own staff people. Another basic consideration the executive must give is to remember man's ego. Never reprimand or ridicule a staff member in the presence of other staff members or clients. Of course, it is always a temptation to "strike while the iron is hot", but try to keep it warm and in a private conversation, call attention to the matter which has caused your concern. In this regard too, I think that executives sometimes are not thoughtful in giving sincere compliments and credit both public and private to staff members who have done a good job or who are in there pitching for all their worth on a job that has been assigned.

The assignment of work through objectives to be accomplished, rather than the details of how to do a job, whenever this is possible, is another technique that seems to help staff members grow, if it is handled properly. A program of staff development seems to be a *must* and is a basis that is fundamental for staff motivation. Under this consideration, I would list at least the following ways: regular staff meetings in which all staff members are invited to attend and participate in the discussion of agency policy, program and projects. A second way which we have found quite helpful in the last five or six years is an annual staff planning conference. This is a time when for three days or so we take our staff and key job-level supervisors to a suitable hotel. In small committees and as a total staff we discuss our problems and make plans. The product of these conferences, are objectives many of which have date deadlines set on them. Then, during the course of the year, we take those objectives and review them to see how many have been accomplished.

We encourage participation of our staff in professional conferences; the O.T.'s and the P.T.'s, the vocational guidance persons are all encouraged and, as much as possible, assisted to participate in local and national confer-

ences. In this regard, too, I would suggest that in agencies where there are two or more phases to their program that they consider sending members of one group to conferences of a group of which they are not regularly a part. For example, at this conference today, we have an operations director whose primary responsibility is the supervision of our industrial program. He is here, we hope, learning to understand better the objects and problems of working with handicapped people that will help him in doing a better job of serving those who enter into the industrial phase of our program. This fall, we are having a workshop on industrial operations, and it is my plan to have a member of our rehabilitation and personnel service staff to join in that conference so that the service personnel can understand better the objects and problems of the industrial phase of our program. It would appear to me that encouragement and participation of this sort is the agencies' and administrators' responsibility in encouraging staff specialists to become aware of other areas of the program and the specialties involved. After all, it takes a specialist to take an individual who may have never worked before in an industrial situation, figure out ways in which to train that individual so that a reasonably efficient industrial program can be carried out and prepare this individual either for a position in a sheltered shop or to qualify in competitive industry. Another somewhat repetition of the previous point is the encouragement and the providing of opportunity on the part of the executive for staff to visit other similar agencies whenever and wherever possible. And finally, it is a good morale factor to have members of your staff represent you and your agency in organizations in the local community. For sometime, we have been trying to have staff members become active in service clubs. We have memberships in Rotary, Kiwanis and Lions Clubs in our community. We encourage our staff members, also, to participate in Community Welfare Council committees and other welfare organizations in order to keep us informed of what is being done in the community. I think it is obviously impossible for an executive of any one person to attend all the meetings and to belong to all the organizations in whose affairs many of our agency programs have more than a casual interest.

In summary, what I have tried to say is that my definition for the phrase "motivation of staff" is the "encouragement and stimulation of the staff to work vigorously, cooperatively and creatively with dynamic results in the accomplishment of agency objectives." There are three areas from which there are bases for this definition:

First, the agency itself must have a valid and defined program, adequate job descriptions, and pay scale commensurate with the education, experience and responsibility demanded and a policy and program for staff education and development.

The second area is from the standpoint of the staff members. They must have a disposition of interest in and respect for the dignity of individuals, have adequate preparation through education and/or experience to reasonably perform the duties of their job, and a disposition, even though a professional specialist, to cooperate with and learn to work with other phases of the agency program and with other phases of similar work in the community.

The third basic area of motivation is from the executive or supervisor. They must have all the attributes mentioned for staff members —plus; must maintain a dynamic view of the program of the agency; must have respect for staff members; must remember man's ego; try to assign work through objectives to be accomplished rather than how the job should be done, and finally, plan a program of staff development through regular staff meetings, planning conferences, encouraging and making possible attendance at professional conferences, visitation to other similar agencies and utilizing staff members as representatives in local organizations.

POLICIES AND PROCEDURES TO DEVELOP A TEAM SPIRIT IN AN AGENCY

* PETER J. SALMON, Executive Director
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The "team spirit" has become a popular phrase in the parlance of rehabilitation work to describe an obviously desirable relationship among the personnel in an agency offering rehabilitation services. Because the team spirit describes a relationship that is so obviously desirable, it is difficult to discuss it without resorting to the obvious.

In taking the trouble to prepare a paper, one likes to feel that his effort will contribute something original or, at least, something worthwhile which is not universally taken for granted. The writer likes to feel that his effort will bring information or a point of view to some of his audience that they have not previously acquired elsewhere. This is a feeling that motivates and, sometimes, inspires a writer or a speaker. It is hard to derive such a feeling from the subject at hand because, it seems to me, policies and procedures to develop a team spirit have already been expounded to a point that leaves little if anything to be added on the subject.

If the situation I describe is correct, we might ask: "What is the point of our meeting today?"

Like so many things that are obviously desirable, the team spirit has enjoyed far more discussion than action. The purpose of our discussion today, as I see it, is not only to endorse the "team spirit" and to describe the mechanics by which it may operate, but to try to examine the conditions that underlie a healthy team spirit and the conditions that commonly prevent a team spirit from thriving.

Perhaps, this discussion will touch home for some of us who are here today. Perhaps, it will touch the sore spot of others who may hear about it. In either case, it may spark the imagination and the determination of some workers in our field to achieve a true team spirit in their agencies—if not as a result of what we say here; maybe, as a result of what they may feel we should have said.

As one of the speakers preceding our group discussion, I see my function as one of setting the mood and suggesting the area for exploration of our discussion; but, fortunately for me, not of attempting to provide the important substance of the discussion.

Mutual respect, it seems to me, is the fundamental condition that underlies a healthy team spirit. Mutual respect in a setting such as the one with which we are concerned—a setting in which often diverse specialized personnel are engaged in the effort of trying to achieve a common objective of service to an individual —encompasses more than the mere recognition of the fact that one's coworkers are fellow human beings, equal in the sight of God, and worthy of the dignity which this equality bestows upon them. It must encompass much more than this. It must encompass one's personal acceptance of the fact that one's coworkers may not only make a contribution equal to his own to the achievement of an objective of service but the genuine acceptance of the fact that one's coworkers may, in their individual areas of specialization, have far more to contribute to the achievement of an objective of service than can be gained through one's own particular knowledge, skill, and judgment.

The maintenance of such mutual respect is frequently hampered by the biases of one's own profession or area of specialization and one's loyalty to it. The accepted professions and the recognizable areas of specialization which are active in the field of rehabilitation are all in more or less early stages of development. Their exponents are anxious that their contributions be recognized, and they are jealous of the prestige which the recognition they have had has earned for them. In their desire to enhance this prestige, they tend to define their areas of specialization too broadly and they, sometimes, extend their activities beyond the area of their greatest competency.

All integrated effort for the achievement of common objectives must involve some overlapping of effort. It is not possible to determine precisely the optimum amount of overlapping of effort for effective integration; but

* Visually Handicapped.

experience clearly shows that excessive overlapping produces wasteful conflict and inadequate overlapping results in equally wasteful discoordination. Maintaining a minimum of the overlapping of effort which results from the extension of effort by specialists beyond their true area of specialization cannot be accomplished by directive. It can only be accomplished through the cultivation of comprehensive mutual respect and the resultant team spirit.

The maintenance of mutual respect is also frequently hampered by a condition which it would be pleasanter not to discuss but which bears discussion here because it still exists much too widely in our field. It is a condition of frustration and resentment which is created by administrators who, feeling insecure in their positions, labor under the misapprehension that their positions require that they must know more about everything pertaining to the work with which they are concerned than any of the personnel who are responsible to them. Such administrators fail to recognize that the essence of sound administration is the ability to select personnel who can bring to the work at hand the special knowledge and special skill essential to the best accomplishment of that work and who can create an atmosphere for such personnel which will help them individually as well as collectively to make their best contributions to the accomplishment of the work that has to be done. Any job that requires the time and the ability of more than one person can benefit in its accomplishment through the diversity of abilities which a group of persons can bring to it.

Far too often, the administrator who feels threatened by the display in his staff of knowledge, skill, or judgment which lies beyond the range of his experience or the limits of his capacities constricts the functioning of his staff to a degree that makes his staff in its entirety little if any more effective than he can be by himself. It is, unfortunately, still not uncommon in our field for administrators not only to make it difficult for their staffs to function outside of areas in which they themselves are competent but to select personnel for their staffs who are actually no more competent in any area than are the administrators.

It is important for us to make clear to all administrators in our field that administration is itself a specialty. Like the architect, the administrator must possess an overall view of the work that has to be accomplished. He must know the resources that are available to accomplish the work. He must help his coworkers to make the best possible use of the available resources, to function with maximum effectiveness within the limits imposed by the available resources, and, where necessary, to do what can be done to acquire greater resources.

The architect will accomplish little if he engages bricklayers, plumbers, electricians, etc., who are no more skilled than he in their separate specialties or if he engages competent specialists and fails to make it possible for them to apply their separate skills more effectively than he himself could do.

The administrator of a rehabilitation agency who employs caseworkers, counselors, production supervisors, etc., finds himself in a position similar to that of the architect. He has employed personnel to accomplish a job which is greater than one person can accomplish and, as the job, generally, in our field involves the operation of a multiple service program, the personnel he employs to help him accomplish it will help him most effectively if they are comprised of the various specialists who are best equipped to carry forward the special services that constitute the particular multiple service program which he is administering. Like the members of the team who erect a physical structure, the members of the team who conduct a multiple service program must be helped to function in the area in which each of them is best equipped to function and must be helped to do this in a manner that will utilize integrated specialization for the achievement of a joint effort to accomplish a common objective—the objective of providing the right kind of the best services to help the individual client.

If the underlying conditions for the support of a team spirit exist, the development and maintenance of such a spirit will be aided greatly by the operation in an agency of standing committees to help in the planning and the conduct of the agency's program. The committee structure of an agency will depend upon the agency's organizational structure; but, if the committees are properly constituted and properly used, they will contribute

much to (1) the bringing to bear upon each problem of agency operation or agency service the best thinking of everyone in the agency concerned with the problem, (2) the providing of each member of the staff with a sufficient knowledge of the activities of every other member of the staff to enable him to appreciate the special contribution that every member of the staff can make to the conduct of the agency's program, (3) the providing of an opportunity for each worker to know the guiding philosophy, the policy, and the current condition of the agency, and (4) the providing of an opportunity for the regular clearance of planning and action so as to avoid inconsistency and conflict and achieve as complete integration of effort as possible.

The committee plan of operation may, occasionally, be slower in arriving at important decisions than the operation of an agency by administrative directives; but the decisions will generally be sounder when they are arrived at through committee action and the action which they dictate will be more likely to be carried out with understanding and conviction because of the fact that those who are charged with responsibility for the action have had a part in determining and planning the action. The committee plan of operation does not relieve administrators and supervisors of the responsibility of making decisions. On the contrary, it not only clarifies this responsibility but it enables them to carry it out within the framework of a policy which they have helped to formulate. It is easier for a supervisor who understands his agency's policy and who is aware of the various points of view that contributed to its formulation to know when his decisions are consistent with the intent of that policy and when a problem cannot be satisfactorily resolved without committee action to broaden or to clarify the agency's policy.

Policy can, of course, be formulated exclusively by the agency's top administrator and can be enforced entirely on an authoritarian basis. However, it is difficult for such policy to be thoroughly understood by those whose work must be guided by it and it is difficult, too, for them to fully accept it. The various channels of authority within an agency must, of course, be maintained in accordance with the areas and degrees of responsibility of the various workers within the agency; but, if decisions are made primarily on the basis of personal authority, they are subject to the whims and weaknesses of the head administrator and individuals constituting his supervisory staff. The realization of this fact will generally tend to retard the judgment and action of workers on all levels, since it will be necessary for them to appraise the current disposition of their supervisors in order to be sure of the support they require to carry out necessary action. If, on the other hand, authority is used not as the exercise of a personal prerogative but rather as an instrument for providing checks and balances to be sure that cooperatively developed policy is properly implemented, the dignity of no individual will be damaged nor will the contribution of any individual be curtailed and the loyalty of every individual to his coworkers and his supervisors will be secured not only by the respect that he will have for their various abilities but by the knowledge that his own ability will enjoy their respect. When this situation exists, we have a true team spirit.

WHAT IS THE PRESENT TREND IN STAFFING REHABILITATION AGENCIES WITH PROFESSIONALLY TRAINED BLIND WORKERS?

* VERNON HULL, Placement Agent
Virginia Commission for the Blind, Richmond, Virginia

Let me say at once that any attempt to include within the scope of the present study all of the five or six hundred public and private agencies concerned in one way or another with the blind seemed both reckless and inappropriate, and that I have, therefore, quite arbitrarily restricted myself to consideration of the 52 state vocational rehabilitation agencies concerned exclusively or in part with the rehabilitation of blind persons.

Basic information for this study has been drawn largely from a questionnaire, copies of

* Visually Handicapped.

which were provided to each of the 36 separate and 16 combined agencies for distribution to some three hundred staff members below the level of agency director who could be identified from the 1953 directory of professional workers as being program supervisors, rehabilitation counselors, general employment counselors, or employment specialists, such as business enterprise specialists. In the case of 16 combined agencies I further stipulated that the major concern of staff members completing the questionnaire be the vocational rehabilitation process in relation to blind or partially-seeing clients. Medical consultants, medical social workers, home teachers, work-shop and training-center personnel were arbitrarily excluded.

In order to permit supplementation of the questionnaire returns from other sources of information and at the same time preserve an unduplicated count, I asked each person answering the questionnaire to give his name as well as the name of his agency. Check list for education, special training, employment history and professional activities considerably simplified the final process of tabulation, and the last of these check lists made it possible to get at the question of specialization of duties. Other items on the questionnaire included age, sex, race, visual limitation, and other physical disabilities, geographical limitation of responsibility, size of active case load and upper acuity limit of clients handled.

Since the number of questionnaires returned was 185 out of a possible 303, or 61%, and the number of agencies reporting was 39 out of 52, or 75%, I think it reasonable to conclude that the trends revealed by this study are fairly representative of the total situation. For certain items my information is actually 100% complete for all 303 persons, as in the case of persons who have attended federal training courses for industrial employment specialists and rural specialists. It is essentially 100% complete in the case of visual acuity.

For purposes of tabulation I have classified the respondents as rehabilitation counselors, general employment counselors, business enterprise specialists, rural specialists, case work supervisors or state supervisors of services, depending on what they did with the activities check list. I have thus temporarily demoted a few district and regional supervisors to the status of general employment counselors—without, however, decreasing their salaries.

As a result of all this counting of heads, I have an astonishing variety of statistics concerning matters of little or no importance, and with which I shall not trouble you now, although you will find some of them in the tables appended to this report. I also have some statistics with implications of vital importance to the future of rehabilitation work for the blind—some that are most encouraging and some that are a little frightening.

Of the 303 rehabilitation workers for the blind whom I have been able to identify, 189 would appear to be general employment counselors and these are divided among 45 agencies, although 3 additional agencies have state rehabilitation supervisors who serve in a dual capacity. In the 4 remaining agencies vocational services for the blind are presumably an incidental responsibility of general rehabilitation counselors. Ninety-one, or almost half, of the general employment counselors are visually handicapped. Six out of 13 rehabilitation counselors are blind. Twenty-eight agencies account for a total of 48 business enterprise specialists, of whom only 5 are visually handicapped. Each of 6 agencies has a rural specialist, 4 of them normally-seeing and 2 of them blind. Fifteen of the state supervisors of rehabilitation services for the blind are visually handicapped, 10 of them in separate agencies and 5 of them in combined agencies. Two additional separate agencies have directors who are blind.

Among the 303 professional workers, I can find only 36 women, of whom only 5 are visually handicapped, although it must be remembered that home teachers were excluded from the study. While this would certainly suggest that, generally speaking, the world of vocational rehabilitation is a man's world, 2 matriarchies are nevertheless discernible where you will find only a limited number of male slaves.

Of the 303 professional workers studied, at least 119, or somewhat more than a third, are visually handicapped. Only 4 of the 36 separate and 6 of the 16 combined agencies have no visually-handicapped personnel. However, fewer than a dozen of the 185 persons submitting questionnaires report other physical disabilities besides the loss of vision, although one blind employment counselor does list

marriage as an additional handicap. Eight non-Caucasians will be found among us, one of them blind. The ages of professional workers follow a normal distribution curve, with only 2 under the age of 25 and only 2 over 65. The peak lies between the ages of 35 and 39.

Of the 39 reporting agencies, only 6 indicate that a client's vision can be as great as 20/60 at the time of acceptance for service. On that other hand, one employment counselor in a separate agency states that, so far as he is concerned, 20/200 is the minimum acuity limit. Judging from responses to the questionnaires, a typical case load varies between 40 and 70, with extremes at zero and 378. Metropolitan case loads naturally tend to be much larger than the average. The geographical area covered by individual counselors also differs widely, varying from a few square miles of metropolitan areas to 50,000 square miles or more in some of the western states.

From what has already been said, it should be clear that there is at present little specialization of functions except for business enterprise specialists, a few rural specialists, and a few rehabilitation counselors who make no claim to placement activities of any kind. As a matter of fact, 78 of the 125 questionnaire respondents identified as general employment counselors also check business as one of their professional activities and 8 out of 25 business enterprise specialists check additional placement activities. Seventeen out of 20 state supervisors check activities characteristic of employment counselors.

Nothing very surprising is to be found in the previous employment experience of the 185 persons submitting questionnaires, except for the rather large percentage of this group of predominantly college-trained persons, both normally seeing and visually handicapped, who report production experience in private industry—slightly more than 30%. Roughly the same number list previous experience in other kinds of social work, broadly interpreted to include not only public assistance but also counseling with state employment services, the Veterans Administration, and similar organizations. An equal number list teaching of the sighted, teaching of the blind, or both. The largest single area of previous experience is, not unexpectedly, sales, mentioned by almost half of the questionnaire respondents. Nearly 20% report having done farm work at one time or another, and there is a scattering of responses for office work, public relations, psychology, journalism and personnel work. Two persons were once ministers, 2 lawyers, one a meteorologist and one a fireman.

With reference to academic preparation for what we are doing, we would seem to be on rather firm ground with only one out of 185 questionnaire respondents reporting no more than a grade school education and only 27 reporting no more than a high school education. Ninety-two persons have attended college and an additional 65 have completed, or at least undertaken, post-graduate work. Sociology, psychology and business, in descending order, are the three courses of study most frequently checked by the 157 college trained workers. Probably the most startling combination of academic preparation reported is sociology, psychology, and plumbing.

On the score of special training, it seems to me that we have much less reason to feel comfortable. Between 1944 and 1947, 72 persons received, through the federal office of services for the blind, special training for industrial placement work in the form of courses which lasted from five to six weeks, but in spite of the fact that 31 of these federally trained persons are no longer in the field of vocational rehabilitation for the blind, in the past six and one half years only 4 replacements have received such training. Of 9 persons trained as rural specialists in 1946, 3 alone are left: one still working as a rural specialist, one as a combination rural and industrial specialist, and one as director of an agency. Not a single replacement has received this training.

What we seem to be getting today instead of rehabilitation workers with adequate special training is the "five-day wonder"—the rehabilitation worker who has attended a one-week work-shop conference or refresher course—the rehabilitation doctor, so to speak, who has completed his pre-medical work and jumped from there to the medical convention.

TRENDS IN EMPLOYMENT FOR THE BLIND

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It would be virtually impossible to obtain enough valid statistics to show employment trends through sending a questionnaire to state and private agencies serving the blind. It is doubtful that the personnel receiving the questionnaire would have either the time or the complete information available to give us all the data desired. Conditions vary from one locality to another, and responses would naturally be affected by local experience. A composite picture thus formulated might not reflect the national trend at all.

The quickest and fairest way to determine a trend is to obtain the employment records of a representative sampling of agencies serving the vocational rehabilitation needs of the blind and analyze their closures for a long enough period of time to give us a clear indication of the amount, type, and quality of placements being made. To obtain a geographic balance, fifteen state agencies were chosen from every part of the country. Care was exercised in choosing the agencies who participated so that there would not be any possibility of including clients who were not blind within our usual definition. Total vocational rehabilitation closures for the fifteen state agencies from fiscal '49 through fiscal '53 were analyzed. Although the five years chosen for the study do include our "police action" in Korea, they are the most normal years since the inception of the Barden-LaFollette Act in 1943. In all, the study covered 6580 rehabilitations.

I would like to express my sincere thanks to the Office of Vocational Rehabilitation, Division of Services for the Blind, for making the records available and providing assistance in obtaining the data.

The types of closures were divided into six main groups: professional workers, service workers, workers engaged in agricultural and kindred pursuits, skilled workers, semiskilled workers, and unskilled workers. Wherever the number in the group was sufficient, the areas were subdivided to give a more meaningful picture of employment trends.

Ten tables were appended to the written report of this study, which will be in the published proceedings. These tables make it possible for you to review any area of work in a specific year and its relationship to the other years in the study. In presenting the material verbally, the statistical analysis will be reduced to the bare essentials. For purposes of clarification, some of the terminology will be changed to make the data more comprehensible.

In the tables you will note that the median, rather than average, salaries have been used. I believe that it gives a fairer and more realistic view of earnings of the individuals in the group. In order to show the differences which could not be accurately described by the median in every instance, the spread of salaries is also included. Unfortunately, in reviewing the R-9s it was not always possible to separate the part-time workers from the group without using a completely subjective analysis, and therefore the spread tends to be unusually low at the bottom of the range. This also has a slight effect on the median, but not nearly as much as it would if we had used average salaries.

Unskilled and Semiskilled Workers

The majority of the workers in D. O. T. classifications designating unskilled and semiskilled jobs are, in fact, industrial employees. Shop workers and home industry workers were well represented in the semiskilled occupations, but when these were deleted there still remained a yearly average of 174 presumably industrial placements. When combined with the 130 unskilled industrial workers placed each year, the total represented almost 23% of all the rehabilitation closures included in the study. A comparative analysis of the median salaries in the semiskilled and unskilled groups would tend to indicate that some of the sheltered shop and home industry cases have not been so noted on the R-9s.

* Visually Handicapped.

However, there appears to be no doubt that at least 20% of the total closures were industrial workers.

Many of the unskilled and semiskilled workers earned rather substantial salaries, ranging from $62 to $91 per week in the upper extreme. A comparison of the median salaries in the semiskilled workers show that the industrial placements are earning a weekly salary nearly twice that of the sheltered shop workers as a group and at least two-and-a-half times that of those engaged in home industries.

Skilled Workers

D. O. T. Codes 4 and 5 contain the skilled workers. For the purposes of the study they are divided into piano tuners, sheltered shop workers, home industry workers, and other workers, including a wide variety of highly paid and technically complex jobs. One illustration is a man who types printed plates at a weekly wage of $145. Since we have already discussed the semiskilled sheltered shop workers, it might be well to note that the number of both skilled and semiskilled workers placed in sheltered shops has definitely decreased during the past three years, a fact that might be attributed to low turnover, but most probably is a reflection of a limited capacity to absorb workers.

The group of successfully placed piano tuners was small, but significant enough for review. This occupation is sometimes overlooked by counselors, yet it obviously provides an excellent livelihood for those who are trained and have an aptitude and interest for the work. There was an average of eighteen placed annually in this field of endeavor, with a marked decrease since 1951. The median salary ranged from $27.50 to $40 a week. The spread, however, was from a low of $12 to a high of $90 weekly, with several receiving salaries of from $75 to $90.

The skilled home industry group covers a wide variety of jobs. A closure may record a craftsman who makes fine furniture in his home and earns a very substantial living; on the other hand, this category also includes those persons who are leather workers, who make a few belts and wallets a week to be sold in the community. Important to note here is that the annual median figure for weekly earnings never rose above $15, and that while some workers did earn $60 a week, there was at least one who earned only $2. The study shows that this type of placement is definitely on the decline. For example, there were 59 placed in 1949, but only 15 placed in fiscal '51, '52, '53 combined.

There are a host of other skilled jobs for which blind people were rehabilitated, showing great versatility, but too numerous to mention. Total skilled placements numbered 522. Top salaries of from $90 to $145 weekly were not uncommon.

Agricultural and Kindred Occupations

Agriculture has played a substantial part in the employment picture. Each year there were over 100 farm owners, managers, and laborers rehabilitated. Practically every type of farming known to man is being successfully carried on by blind people. The earnings for the farm owners were not recorded; however, judging by the wages for the farm laborers, it could be safely assumed that they were on a par with any category listed. The median salary for the farm laborers ranges from $20 to $27.50 weekly, but the total was affected by several part-time workers. There were many in the top bracket who were earning from $43 to $80 per week.

Blind fishermen were easy to tabulate, since there was only one placement in five years. Blind people apparently like to fish for fun, but not commercially. There was no wage recorded, so presumably even this fellow was doing it for fun, too.

Service Employment

A view of employment in the service areas shows a steady increase in placements—572 total, or an average of 114 annually. The median salary for these workers has increased from $20 to $25 per week. The spread is from $5 to $90. The importance of these figures is the strong indication that vocational rehabilitation counselors are making good use of this type of employment for some of the unskilled rather than placing them in a competitive industrial situation where demands may be too great.

Professional Workers

The semiprofessional and professional workers are perhaps the most interesting, because they present the greatest diversification and

are the ones who are opening new fields of endeavor. The largest group of semiprofessional workers is the vending stand operators and their blind assistants. This, as you would suspect, is an important area of employment, averaging 134 placements annually in the five-year span. The median salaries increased from $25 to $30 a week, but this figure was seriously curtailed because the part-time stand workers and others could not be accurately separated from the data presented on the R-9. The figure also included some who operated small paper stands, probably for the therapeutic benefit rather than for a livelihood, and who earned as little as $3 weekly. The top range is indicative of the potential in this field, with salaries ranging from $70 to $125.

There was an annual average of 63 salesmen rehabilitated. The top salary figure recorded was $80 a week, but the steady median salary was $25, considerably lower than sighted salesmen taken as a total group. In all fairness to our own group it might be said that the term "salesman" was evidently loosely construed.

Contrasting clerks and managers with the vending stand workers and operators, we find the clerks progressing from a median of $25 to $40, with a top beginning salary of $60. The managers show a slightly lower median salary, but a top beginning wage of $98. Perhaps the median here would tend to prove that salary has an inverse ratio to responsibility.

Office employment is increasing, covering such jobs as PBX operators, receptionists, secretaries, dictaphone operators, etc. Especially is this increase apparent in the dictaphone operator group, where placements have multiplied four-fold during the period of the study. Top beginning salaries are comparable with the prevailing wages for office work, ranging from $50 for dictaphone operators to $90 for some of the higher skilled jobs.

The number of persons finding gainful employment in business enterprises has drastically declined over the period of time covered by the study. The reasons for this decline are not apparent in an analysis of wages or by any other factors revealed by the data.

For the social workers and the teachers the study uncovered an encouraging trend toward increased salaries. For the social workers we find a top median weekly salary of $54.50, with some beginning salaries at $63. The teachers, on the other hand, have a top median salary of $50, with a much greater spread. Top beginning salary for a teacher is $87 per week. The extreme spread shown on the chart for teachers is undoubtedly due to the many categories of instructors, ranging from college professors to part-time music teachers.

Almost 10% of our annual placements during the past five years have been in the professions. The high degree of success in this field of employment is concrete evidence of the dividends paid on the investment of tax dollars in vocational rehabilitation. The most gratifying findings of a review of this nature is the tremendous diversification of occupations. The enumeration of a few will serve to illustrate how much broader the horizons have become for the blind worker. The following professions are not common, but they are by no means isolated examples. Physician, engineer, lawyer, psychologist, occupational therapist, accountant, psychotherapist, chiropractor, writer, radio announcer, laboratory technician, chemist, director of social services, librarian, reporter, and photographer are all found in the study, and the number of people employed in miscellaneous professions like these has more than doubled in the past five years. At first glance it would appear that vending stand operators and industrial workers receive, on the average, a larger wage than the professional worker. It must be remembered, however, that the professional worker has a much higher ceiling.

Conclusions

To summarize the data briefly, we find that both the quality and quantity of placements has increased, and that wages have risen accordingly. There was a slight drop in employment in some of the categories in 1953, but not an alarming one, amounting to approximately 1%. This slight slump could easily be accounted for by a normal business wariness during the year of a presidential election.

It cannot be overemphasized that the most encouraging aspect of the study is the great diversification of jobs evident throughout, showing that it is no longer possible to categorize "the blind worker," and that we, as rehabilitation workers, aren't putting all our

eggs in one basket. The attitude of the present Federal administration toward vocational rehabilitation is one of the optimism and support, and it is predicted that rehabilitations will be increased from 60,000 to 200,000 by 1959. Naturally, this growth will not take place without considerable expansion of personnel and training facilities, but it is safe to assume from the data in this report that the blind will add their share to the proportionate increased employment.

TABLE 1.—GROUP O—PROFESSIONAL AND MANAGERIAL OCCUPATIONS

	1949	*1950*	*1951*	*1952*	*1953*
Number Persons Employed					
Business Enterprise	28	16	10	14	5
Professional Musicians	16	22	24	15	12
Teachers	30	33	25	21	32
Social Workers	5	3	6	2	10
Clergymen	1	7	5	7	7
Managers	29	40	27	20	35
Other*	15	25	19	33	34
Median Salary (dollars per week)					
Business Enterprise	25	30	22.5	28.5	16
Professional Musicians	30	25	27.5	40	39.5
Teachers	42.5	45	45	50	50
Social Workers	35	30	39.5	54.5	53.5
Clergymen	60	20	25	57	35
Managers	25	27.5	20	30	20
Other*	40	45	45	40	40
Spread of Salaries (dollars per week)					
Business Enterprise	14–98	10–98	14–45	9–60	9–40
Professional Musicians	10–40	7–90	5–75	10–92	15–90
Teachers	15–75	3–75	8–68	9–80	16–87
Social Workers	35–38	21–46	30–44	46–63	29–54
Clergymen	60	16–60	12–50	20–70	15–84
Managers	6–98	10–60	7–60	8–75	6–75
Other*	19–98	10–90	20–90	5–75	10–92

*Includes a variety of professions: masseur, chiropractor, physiotherapist, osteopath, occupational therapist, psychotherapist, physician, psychologist, demonstrator, writer, chemist, laboratory technician, radio announcer, accountant, engineer, tugboat engineer, inspector, counselor, editor of a braille paper, director of social services, consultant, photographer, librarian, copy writer, reporter, cattle inspector.

TABLE 2.—GROUP 1—CLERICAL AND SALES OCCUPATIONS

	1949	*1950*	*1951*	*1952*	*1953*
Number Persons Employed					
Vending Stand Operators, Clerks, and Helpers	157	135	117	144	121
Salesmen	50	72	62	76	56
Dictaphone Operators	4	12	6	16	28
Clerks	9	12	32	37	21
Other*	39	21	39	37	31
Median Salary (dollars per week)					
Vending Stand Operators, Clerks, and Helpers	25	25	25	28	30
Salesmen	25	24.5	25	25	25
Dictaphone Operators	34.5	35	38.5	36.5	40
Clerks	25	25	30	35	40
Other*	25	22	20	30	35
Spread of Salaries (dollars per week)					
Vending Stand Operators, Clerks, and Helpers	4–98	5–90	3–87	7–105	5–125
Salesmen	3–50	5–75	3–60	8–75	6–80
Dictaphone Operators	30–40	20–40	20–45	31–50	19–50
Clerks	10–35	12–40	15–55	15–60	5–57
Other*	5–81	4–50	5–90	5–55	10–60

*Includes a scattering of PBX Operators, Steno-Typists, Typists, Bookkeepers, Receptionists, and some who were only classified as "Other Various Occupations."

TABLE 3.—GROUP 2—SERVICE OCCUPATIONS (UNCLASSIFIED)

	1949	*1950*	*1951*	*1952*	*1953*
Number Persons Employed	92	90	116	119	155
Median Salary (dollars per week)	20	20	20	25	25
Spread of Salaries (dollars per week)	3–50	5–50	5–90	3–50	7–55

TABLE 4.—GROUP 3—AGRICULTURAL AND KINDRED OCCUPATIONS—FARM LABORERS AND HANDS

	1949	*1950*	*1951*	*1952*	*1953*
Number Persons Employed	34	30	45	41	47
Median Salary (dollars per week)	25	25	20	20	20
Spread of Salaries (dollars per week)	12–50	10–50	5–43	5–60	7–60

TABLE 5.—Group 3—Agricultural and Kindred Occupations—Number of Farmers Rehabilitated

	1949	*1950*	*1951*	*1952*	*1953*
General Farmers	70	39	32	46	46
Livestock Farmers	1	4	11	—	8
Poultry Farmers	—	33	27	23	—
Truck Farmers	—	5	5	12	5
Rabbit Raisers	—	2	1	—	5
Dairy Farmers	—	—	6	3	28
Nurserymen	—	1	—	—	1
Orchardists	—	3	—	—	2
Cotton Farmers	—	—	—	1	3
Other*	1	4	2	—	—

*Includes 1 farm manager, 1 egg crater, 1 dog trainer, 1 fisherman, 1 apiarist, 1 pigeon raiser, 1 horticulturist

TABLE 6.—Groups 4 and 5—Skilled Occupations

	1949	*1950*	*1951*	*1952*	*1953*
Number Persons Employed					
Piano Tuners	12	28	25	13	11
Home Industry Workers	59	34	7	1	7
Sheltered Shop Workers	59	27	15	7	26
Others*	56	88	152	128	98
Median Salary (dollars per week)					
Piano Tuners	40	30	32	40	27.5
Home Industry Workers	15	10	10	4	10.5
Sheltered Shop Workers	22	20	25	23	20
Other*	32	30	30	35	35
Spread of Salaries (dollars per week)					
Piano Tuners	23–90	15–75	18–90	15–50	12–80
Home Industry Workers	3–60	4–25	2–20	4	2–30
Sheltered Shop Workers	3–50	10–46	10–44	7–44	15–40
Other*	10–72	5–94	5–90	3–145	5–93

*Includes all those occupations other than piano tuners where the workers were employed neither in home industry nor in a sheltered shop.

TABLE 7.—Groups 6 and 7—Semiskilled Occupations

	1949	1950	1951	1952	1953
Number Persons Employed					
Home Industry Workers	13	28	10	5	17
Sheltered Shop Workers	6	87	60	68	47
Other*	112	112	218	215	212
Median Salaries (dollars per week)					
Home Industry Workers	10	11.5	12.5	15	10
Sheltered Shop Workers	13.5	16	17.5	20	17
Other*	30	30	30	35	35
Spread of Salaries (dollars per week)					
Home Industry Workers	4–15	5–33	5–17	8–30	5–15
Sheltered Shop Workers	8–45	3–35	4–35	4–50	7–36
Other*	3–65	5–62	4–90	5–77	3–78

*Includes all those occupations where the workers were employed neither in home industry nor in a sheltered shop.

TABLE 8.—Groups 8 and 9—Unskilled Occupations

	1949	1950	1951	1952	1953
Number Persons Employed	103	93	156	147	151
Median Salary (dollars per week)	30	30	33.5	34	40
Spread of Salaries (dollars per week)	5–68	6–70	5–89	8–80	10–91

TABLE 9.—Rehabilitation of Nonsalaried Domestic Workers

	1949	1950	1951	1952	1953
Housewives	57	103	78	121	142
Family Workers	15	25	37	85	38

TABLE 10.—Annual Totals According to D.O.T. Classification

	1949	1950	1951	1952	1953
Group 0	124	146	116	112	135
Group 1	259	252	256	310	257
Group 2	92	90	116	119	155
Group 3	106	121	129	126	145
Groups 4 and 5	186	177	199	149	142
Groups 6 and 7	131	227	288	288	276
Groups 8 and 9	103	93	156	147	151
Domestic Workers	72	128	115	206	180
Total Closures	1073	1234	1375	1457	1441

WHERE ARE WE GOING IN OUR ADJUSTMENT PROGRAMS?

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Prior to any discussion of "Where Are We Going in our Adjustment Programs" it may be advantageous to take a quick look at the road we have already travelled. This approach should give us a broader basis for comparison as well as make available certain facts which we can use as a basis for prognostication concerning the future of this phase of our work.

For the sake of brevity, and in an effort to limit the time of presentation, may we agree at this point, that we will be discussing our topic from the standpoint of programs for blind persons age seventeen or eighteen upward to age fifty-five or sixty. I might add that this presentation is based upon information gathered from visits to many agencies, papers presented to the Rehabilitation Exchange, and in conversations with representatives of many agencies who have visited The Industrial Home for the Blind and have been exceedingly helpful during post-visit note-comparing sessions.

Not too many years ago, service was rendered to blind persons by the specialized agency, in terms of assisting the individual with his material needs. The spiritual needs of individuals were adequately met through religious and other groups, and of course, recreation was an important factor. Lots of entertainment, music, etc., seemed to be the keynote. Then, fifty to sixty years ago, the specialized workshop (as we know it) then called the sheltered workshop, began a real job of meeting the need for employment, training and adjustment to this new environment, and all this was accomplished on a very informal basis. Generally, the "new member" was helped with the vocational training problems confronting him by his shop supervisor or by a fellow client who was skilled in performing the operation to which he was assigned. The next step seems to have been the development of centers or departments within centers where training of a vocational nature was made available to inexperienced blind persons. This very sketchy outline of the history of the types of "services available in the past" brings us up to recent years and the development of the rehabilitation center with its highly specialized program and equally specialized staff.

Since the function of the rehabilitation center is primarily to assist the client through his individual rehabilitation process, may we at this point define the term "rehabilitation". The definition itself seems to provide the best description of the scope of service necessary to accomplish the goals set forth. In May, 1952, the National Council on Rehabilitation adopted the following definition. Rehabilitation—defined as "restoration of the handicapped to the fullest physical, mental, social, vocational and economic usefulness of which they are capable." In short, rehabilitation is a rather comprehensive objective, to say the least. We cannot complete a job satisfactorily by meeting one or two of the specific areas of need indicated within our definition.

While rehabilitation is a broad term, adjustment is much broader and less definitive, unless properly labelled. Many chapters and almost as many volumes have been written on adjustment of personality, adjustment educationally, adjustment on the job, vocationally, socially, economically, to the family, to the children, to the boss, to the mother-in-law, and so on. Conversely, much has been written on the effects of these many areas upon adjustment. I think we will all agree that adjustment is a continuing process, something which we all experience time and again during each day of our lives, whether we are engaged in working, travelling, or what have you. We are always faced with the need to adjust to a changing situation and changing demands placed upon us by the very process of living from day to day. Therefore, adjustment becomes the process and rehabilitation the goal or end product of our work; a goal in the sense that a rehabilitated person should be equipped to cope with the changing demands of the day by day life situations with which he is confronted.

In attacking the problem of building a rehabilitation program adequate to meet the individual needs of the clients we serve, we

have arrived at a point where we all accept the fact that any effective program must be a client-centered program. That is, each client's needs must be considered on an individual basis and each client's program must be designed for him with the help of his own active participation in the planning and execution of the program. We have realized that in order to utilize this approach to the best advantage of the client, our overall program must remain very flexible in both content and scheduling. The necessity for flexibility is made more apparent when we consider the wide differences among individuals in some of the significant factors such as eye condition, age, age of onset of blindness, previous educational and employment background, family situation, etcetera, to mention only a few points. In meeting the varied needs of each client and, more important, the fact that we are trying to meet these needs on an individual basis, we have realized that such a job can best be accomplished through the cooperative efforts of a well-trained staff of specialists in several related fields. In short, we find ourselves involved with and actively using the team work approach. In order to fulfill the function expected of a rehabilitation center as set forth within the definition previously quoted, we have found it necessary to build toward this team approach. No man can be all things to all men. Our medical men and ophthalmologists cannot be expected to do case work or vocational counseling, nor do they wish to, and the same is true of the other specialized members of the team. While each staff member works primarily within the confines of his own area of specialization, the nature of the program makes it mandatory that he have an appreciation for and an understanding of each other team member's responsibility as well as, and probably most important of all, the strong conviction that the client can best be served by the combined efforts of the team as a unit.

This current trend toward the team approach has been the result of our own (workers in the field) realization that a partial rehabilitation job is just not good enough. We cannot consider a rehabilitation job complete if we place a blind person in industry on the basis of his work ability alone and ignore all the other vital factors, which are an integral part of living. Many of these so-called other factors may be completely divorced from the requisites of actual job performance and yet vitally important to good social integration. Such factors as dress, eating habits, recreational interests, are closely related to satisfactory adjustment on the job. Travel ability is vitally important to effective employment and so are interests outside of employment during free time. While we cannot hope to provide all the outside interests, we should be prepared to offer at least an opportunity for our clients to become aware of the community facilities available to them. We can readily appreciate that a varied program such as we see active today, needs the services of many specialists—social case workers, vocational counselors, recreation specialists, corrective therapists, etc., to mention only a few. Many agencies throughout the country seem to have adopted this team approach and have found it to be practical and at the same time, more advantageous to the client.

The trend of serving the clients' needs through the use of a team composed of specialists from varied fields, seems to have taken root in several places throughout the country in recent years. There seems to be a general trend toward employing staff members with adequate academic background and then to provide them with an opportunity to gain the specialized skills necessary by actual work experience within the field. We have accepted the fact that blindness is in itself not a common denominator. Various eye conditions and degrees of residual vision have made it mandatory that we keep our program flexible in order to serve the clients' individual needs. We can no longer expect a "worker" to handle all phases of work with a client. The fields of specialization represented in a top notch staff are quite impressive and will include medical, social, psychiatric, vocational, otolaryngological, recreational, optometric, physical education, to name a few. All of these fields may not be represented on a full time basis, but they should be available and in many cases are utilized on an on-call basis.

As to our question, "Where Are We Headed In Our Adjustment Programs" I feel that we are headed in the direction of the integration of capable blind persons with society, vocationally, socially, recreationally and economically, and that one day in the foreseeable

future, our capable clients will be known as just another neighbor doing a job and taking part in community activities. It has been a strong personal opinion that the world owes us nothing but an opportunity to utilize our individual talents to the best advantage in earning our own way. The current trend in this field seems to be headed in the direction of gaining this same square deal for blind persons.

In conclusion, our field seems headed toward the development of programs throughout the country which will prepare a blind person to function to the fullest physical, mental, social vocational and economic usefulness of which he is capable. With such a goal established, we can move realistically and expect to eventually achieve a much greater degree of integration with society at large for a far greater number of our clients.

COUNSELING—ARE YOU DOING IT?

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Vocational guidance is the process of assisting the individual to choose an occupation, prepare for, enter upon, and progress in it. This was the definition given in each issue of *Occupations* when that journal was still being published by the National Vocational Guidance Association. Each of us present here today has been concerned at one time or another with one or more phases of this total guidance process. I feel certain that you, as professional workers, will agree that there are few, if any, professional fields of work as personally challenging and rewarding as it this field of guidance or counseling. The very complexity of human nature; the unique quality of each client; the dynamics of an ever-changing organism adjusting to an ever-changing environment—all of these serve to challenge us severely, serve to present us with hosts of special counseling problems with their myriad possible courses of action. Such complexities abounding in the behavior of man and in the relationship existing between him and his environment place serious demands upon those who seek to work in the field of vocational guidance. When you or I offer our services to others we are, in effect, each of us, saying to them, "By reason of my training, experience, and other personal qualifications I am able to offer you some assistance in reaching a solution to your problem. If you will counsel with me, perhaps you will be able to see your problem more clearly and, with this new perspective, work out a solution to it." This is indeed then a serious responsibility we are assuming. The carpenter who saws the cabinet door too short can rectify his mistake with a relatively small expenditure of time and money, but we who deal with human beings and their lives have extremely dear material with which to work. Mistakes, of necessity, must be minimal, and serious errors just cannot occur. Such grave responsibilities demand that we, from time to time, pause to take stock of ourselves. We need to re-examine our professional qualifications, to re-evaluate the tools and techniques of our trade. Each of us, in fact, needs to ask himself this question, "Counseling—am I doing it?"

Let us examine the meaning of the term *vocational counseling*. Earlier, we defined vocational guidance as the process of assisting an individual to choose a vocation, prepare for, enter upon, and progress in it. Super defines vocational counseling, on the other hand, as "the process of helping the individual to ascertain, accept, understand, and apply relevant facts about himself to the pertinent facts about the occupational world, which are ascertained through incidental and planned exploratory activities."[1] If we look upon the terms guidance and counseling as being synonymous, then these two definitions explain quite adequately the scope of the total process and in so doing outline the general duties of the worker in the field. Therefore, for the purposes of this discussion, no attempt will be made to distinguish between these two terms.

Those of us who work with the physically

[1] Donald E. Super, *Appraising Vocational Fitness*. New York: Harper & Brothers. 1949, p. 2.

handicapped sometimes tend to regard our field of counseling as being separate and distinct from the counseling field dealing with the able-bodied groups. We seem to feel that our work calls for an entirely different set of underlying principles and for different counseling techniques. However, such assumptions are ill-founded, for the basic principles of vocational guidance are applicable to both the physically handicapped and the able-bodied. To be sure, there are some very significant and real differences in degrees of application of counseling techniques, and these differences will be considered later. At this point, however, let us discuss briefly some of the more important assumptions underlying our individual behavior and the counseling process. Those which seem to appear most consistently in the works of accepted authorities in the field of guidance follow:

1. individuals differ significantly in their abilities, aptitudes, interests, achievements, and personalities.
2. there are significant variations within the individual.
3. the individual is the product of his heredity and environment.
4. the environment of the individual is constantly changing and becoming more complex.
5. the client is the center of the counseling process.
6. counseling is a one-to-one relationship between a client with a problem and a counselor who seeks to aid him with that problem.
7. the ultimate aim of guidance is a progressive ability within the individual to adjust adequately to his environment.

We stated earlier that these principles of guidance were as applicable to the counseling of the physically handicapped as to any other group but that certain modifications in techniques and a certain shifting of emphasis in application were necessary. Let us now examine these somewhat more specifically. As counselors with the visually handicapped, you need more accurate and usable information about occupations than does the worker with the able-bodied individuals. Your knowledge concerning specific job activities and working conditions must, of necessity, be more detailed and precise. And in this connection, there is much less need for lists of jobs which can be performed by the blind than there is for closer scientific evaluation of existent job analyses compiled for the sighted worker.

Individual differences demand closer evaluation in the case of the physically handicapped and his counselor must obviously have a more adequate knowledge of his client's physical condition than would be necessary in the average counseling situation. Of importance in this instance is knowledge of your client's cause of blindness; the amount of vision remaining; and the age at onset of his visual disability. All of these are important to the process of assisting the individual to understand his physical limitations and capabilities. The counselor is at a distinct disadvantage in attempting to use tests in gathering information relating to the individual's intelligence, aptitudes, achievement, and interests. Many of these materials cannot be administered to the visually handicapped and in using even those which can, the counselor must be very cautious in evaluating results in terms of norms based upon sighted individuals. (In reality this lack of objective testing devices may prove an advantage rather than a disadvantage for the counselor is forced to rely more upon other tools and techniques rather than overemphasizing psychological test results.

During the counseling process let us take a positive approach to our client's strengths and weaknesses. In working with the man who has lost a limb let us seek to assist the man *with* one arm rather than the man who has *lost* an arm. Realistically, his lack of an arm is a disability but he has strengths as well, and it is a very unusual individual indeed whose abilities do not surpass his disabilities. Other areas demanding particular emphasis in the counseling of the visually handicapped are those of social and personal adjustment with special attempt on the part of the guidance worker to effect progress on the job after placement.

In summary, as counselors we assume the very grave responsibility of attempting to assist our fellow man to adjust to the many problems of his complex existence. An even greater responsibility falls upon those of us who seek to assist the physically handicapped —greater in terms of qualifications, training,

and general experience. We accept these responsibilities gravely and with an optimism predicated upon our belief that every individual has within himself the ability to adjust life's problems. Thus, our ultimate goal is the development within the individual of the ability to help himself—a progressive building toward personal independence.

PROPOSED STANDARDS FOR HOME TEACHING SERVICES TO THE ADULT BLIND

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We are all familiar with the famed race between the hare and the tortoise. It is well to remember that the tortoise could only progress by sticking out his neck. In the field of social welfare, home teaching services to the adult blind may be typified by the tortoise. Other specialized services may spring up and rush past us, in so far as public recognition is concerned, but in the end we are sure to win our deserved place in the social welfare field. But to get there, some of us must stick out our necks, and I feel that is just what I must do as the representative of the home teachers in this discussion.

Because there is no real manual for our profession, or even generally accepted practices as made apparent through group discussions, it seems necessary to present this material as personal opinion based on fourteen years in this field, rather than saying: "It is accepted as fact that—" or "We believe—." It is hoped that discussion after this presentation will result in criteria that can be used as the basis for future thinking.

As we consider work for the blind as a whole, it is apparent that it must be approached from two fronts: preparing the individual for the environment and preparing the environment for the individual. The efforts of either approach are thwarted without the support of the other. This requires an infinite number of professional skills that should be united in the team work technique. Only rarely have home teachers been given equal seats around the conference table, despite the fact that they may have been the case finder, may have changed the individual and his family from pessimists to optimists, and have the primary responsibility for preparing the individual to live a normal daily routine. We deserve a respected position with our professional peers. Why don't we have it?

I believe there are several reasons. The home teaching movement began over a hundred years ago in England when kind volunteers wanted to protect the blind from Satan by giving them busy hands. First salaries were pittances; only recently salaries have attracted anyone but the selfless souls who put service above personal profit. These hard working teachers did not have time to push for salary raises, improve working conditions or be particular about standards for personnel—there was so much work to be done, they were glad for all the help they could get. Consequently, many of these workers did not have professional training and did not do professional case work, which caused better trained workers for the blind to consider them almost as lay workers. They may have subconsciously judged the value of our contribution by the amount of our salary. The fact that it was a well adjusted blind man who came to the workshop, Rehabilitation Bureau or recreation activity, was apt to be attributed to the native good sense of the individual rather than to any case work the home teacher may have done—she just kept him busy till something better turned up.

Thus, it is apparent that if we are to assume our rightful place on the welfare team, we must do four things: (1) dispel misconceptions by properly interpreting the nature of our services to our co-workers; (2) be sure that we are qualified to render professional services; (3) seek working conditions that will enable us to do good work; and, (4) demand compensations that will attract trained workers and that will represent the value that we put on our services—if we do not feel they are worth much, why should others?

The first step I believe is to consider chang-

* Visually Handicapped.

ing our title. Even today there are places in the world where the midwife and the medicine man hold positions of great respect, but if they presented themselves in this role to the Superintendent of our modern hospital, it is doubtful that they would receive the same respect. The obstetrical nurse, doctor and psychiatrist have usurped their functions in our culture. Our services might be accepted better if we had a new title. What it should be is certainly a debatable issue. Some agencies use the classification "case worker for the blind," others use "instructor for the blind," "field worker for the blind," "adjudicator for the blind" and "home visitor" along with the traditional "home teacher." Another debatable point is: Are we case workers who teach, or are we teachers who do case work? I favor the latter emphasis because when introducing ourselves to a new client, he will immediately understand the term "teacher," but may shy away from "case worker." I suggest as a possible new title, "visiting teachers for the adult blind." It would be interesting for Group C. members to submit possible titles that could be voted upon at next year's meeting.

When assigning this topic, your Chairman suggested dealing with it in respect to both public and private agencies. I have talked to many persons about this, and we could not see why there should be different standards for public and private agencies. The services we render may change an individual for better or for worse. The quality of the service should have no relation to the source of the pay check. None of us would approve of a small private hospital employing as a surgeon, a man who had not finished medical school but who could do elemental surgery and was willing to work for very little pay. Now that public agencies have raised the salary scale for home teaching services, they are able to attract better trained people. If the private agency cannot attract equally trained people, then I feel the private agency should discontinue its home teaching services. Let the public agency carry on here, while the private agency devotes its time, energy, personnel and funds to pioneering in new fields such as recreation, travel training, sales promotion, public relations, prevention of blindness, homes for the blind, education of parents, accident insurance, special opportunities for the aging, for multiple handicapped blind, etc. There is much to be done in all these fields.

We need to know for what we are seeking standards. It is my understanding that home teaching services to the adult blind should impart to the blind individual, to his family and to his community positive emotional reactions and constructive mental attitudes toward the problems arising from the absence or loss of sight, as well as toward their solutions, and, furthermore, should provide information and basic instruction that will enable the sightless person to live a well-rounded, happy and productive life consistent with his maximum potentialities. Preparation for fuller living is the goal. Crafts should be a means to an end, not ends in themselves. We should not attempt to produce a skilled stenographer, dramatic reader, pastry chef or radio repair man. These are fields for other specialists. We can provide the motivation, the manual dexterity, the family cooperation, the community interest that will start the pupil off in any of these directions. We must always treat each pupil as an individual: evaluate his abilities and understand the nature of images and experiences that occurred before and after the loss of sight.

The person who performs all these services, with their infinite ramifications, must be a psychologist, a salesman, public relations expert, a social case worker, a teacher, a detective seeking persons, ideas, places and things, and, finally, a fount of much knowledge. Besides needing these professional skills, the worker must act as Mother Confessor, champion and friend. This latter function does not imply the intimate relationship of first-name-calling, exchange of confidences or mutual social activities. It involves understanding, patience and service that come from genuine interest in the individual and go beyond the call of professional duty.

Having defined the type of services to be rendered and the type of person needed to provide them, we should next ask, what are the specific standards that should be required for the worker, for his working conditions and for his compensation? There is no intent to criticize any existing personnel or programs, and any changes certainly should be gradual and not cast aside faithful workers. It did not seem practical to make a thorough survey of existing standards, though there is need for such a study before final conclusions

are reached. The discussion is in terms of ultimate goals, not what may be practical or possible today. I have based my opinions on personal experience, discussions with other home teachers met at conventions attended during the past fifteen years, plus the available literature. They are not offered as infallible conclusions. I am only sticking out my neck like the tortoise so we can start moving toward determining standards upon which the majority agree.

In choosing the individual, consideration must be given to education, experience and personal characteristics. I feel that the education and experience requirements should remain quite rigid, and personal characteristics should be the determining factor.

EDUCATION: Graduation from an accredited college is now a generally accepted requirement for trained social workers, and we should conform. College is important not only for the subject matter learned, but because it teaches many other things: tolerance of and acquaintance with all types of cultures, religions, races, economic status and mentalities; ability to think through a problem, recognize various sides of an issue, and do unbiased research for information and solutions; ability to speak clearly, to think on one's feet, to discuss calmly and to write effectively and clearly whether it be reports, news copy or articles; ability to follow directions and to organize time and resources advantageously; ability to meet, with pose and tact, new people and unexpected situations. Since we must go into all types of homes, we need the self-assurance and social graces that will make us acceptable at all times.

Required subjects should include: psychology, social case work, teaching methods, counseling and guidance, home economics, anatomy and pathology of both the eye and the body, economics, labor problems, commercial law, public speaking, and appreciation of art, music and literature. The case work should include field work. For the next few years, we may have to restrict our standards to college graduation, but I believe two years graduate work should be required. It is for medicine and nursing, and our influence over the lives of others can be very far reaching.

Skills required should include: ability to sign one's name and knowledge of the formation of all script and printed letters; ability to type accurately at average speed, and to fill in forms; ability to read and write Braille rapidly and accurately; knowledge of Moon type; knowlege of white cane techniques; ability to travel alone either with or without a cane or a dog; ability to do simple cooking; efficiency in rug making and leather work and in two other crafts such as knitting, crocheting, hand sewing, machine sewing, weaving, wood work, flower making, animal making, or basketry; basic knowledge of four other crafts. It is important that we speak clear, correct English. The teacher should be able to use printing or the one-handed manual alphabet in talking to the deaf-blind and be able to read it back.

The teacher needs to know legislation affecting the blind, appliances, and the type of literature in Moon, Braille and Talking Books —both in libraries and from publishers. The worker should have familiarity with the community resources for both the blind and the general population.

It is helpful to understand the basic percepts of the major religions, to know the potentialities and resources for those with other physical and emotional handicaps, and to know the type of magnifiers on the market that might increase vision. Knowledge of the rules for sports and quiet games enables one to be more intelligent in encouraging recreation. It is valuable actually to have kept house and to have made minor household repairs.

Experience: Two years of graduate work might be substituted for a year of paid experience. I believe there should be two years of paid experience in welfare, teaching or rehabilitation fields; one year of which should be serving handicapped adults, preferably the visually handicapped. States, through their various agencies and institutions, should make paid experience. Until there are more trained paid experience. Until there are more trained workers, states might do well to waive residence requirements.

Personal Characteristics: Physically, a visiting teacher must be in good general health to contend with all kinds of weather, long hours, new foods and beds, and the nervous strain that always occurs when dealing with human beings. The majority of our pupils are elderly and do not have confidence in "a child-like" teacher. These services require

constant readjustments of all types, plus physical and nerve fatigue, so that too old a person cannot meet the demands. I feel that the profession should be entered between the ages of 22 and 45. There is a growing number of men coming into this field. They have a definite place and contribution to make but I do not feel they can serve as adequately a general case load as can a woman. There seems to be more woman pupils; a man might have more difficulty in teaching them household arts, use of cosmetics, and hand sewing. If the agency can have specialists, then definitely include a man; if each worker must have sole responsibility for a geographic area, then I feel it should be a woman. During the past year, my Braille teaching duties in two large countries were assigned to a new male staff member. As I told my pupils of the pending change and gave the new instructor a good build up, over half of them expressed alarm at having a man. When this teaching load was returned to me, several said they were happy to again have a lady teacher. On the other hand, I know of cases where our male staff members have achieved results more quickly than a woman could have done. It is with regret that I bring up the matter of race and color. I hate to admit that there are still people in this wonderful country of ours who hold strong prejudices. No teacher can be effective without rapport with the client. If the agency can have special workers, there is no problem, but if there is but one worker in a given territory, that person must be acceptable to as many persons as possible. Clients have to accept the public assistance worker, the doctor's nurse or the postman, but they do not have to accept home teaching services. It would be unfortunate for this factor alone to make a blind person deny himself these services. For all of us, politics, religion, race and color should be left out of discussions so as to avoid antagonism and prejudice.

A very controversial issue is the matter of whether the experience of blindness should be a requirement. I believe that as soon as possible, the newly blind person should talk with a trained worker who is without useful vision. Nine out of ten of my new cases make some statement like: "Really can't you see a thing?" "I can't believe you're blind when you move around so easily, and laugh and talk like other people" or "I didn't think a blind person could ever be happy, but you seem to be." I am sure almost every other sightless teacher has had this same experience. I left room for exceptions because, unfortunately, I have seen a few paid workers who were so poorly adjusted themselves that they overwhelmed me with pity. They should never have been in the field. Before we can do anything, a client must be receptive and self-confident. Sometimes it is only the challenge, inspiration and example of another blind person that can achieve this. In California we have some splendid sighted members on our staff, and I would far rather have them from the outset than an unqualified blind instructor. The sighted teacher can say the same words and in time achieve the same ends, but she goes much faster if she brings in a qualified blind counselor. My sighted co-workers tell me that they have cases in which the client rejects blindness so completely that he would not accept a blind teacher. I admit that more than once I've had to use "Fuller Brush techniques" to get into a house, but in my fourteen years experience I do not know of a single case where I was not accepted by the end of the interview. A doctor does not ask a layman which medicine he prefers. How can the newly blind person evaluate properly between a blind and sighted teacher? I feel the blind teacher is most valuable for motivation and basic instruction, but that a sighted teacher is better for advanced craft work, for travel training on busy streets, and for detailed counseling on personal grooming and home decorations.

I favor a sighted supervisor, who can quickly catch errors in the worker's personal appearance and teaching methods, who can quickly note flaws in materials, who can see new ideas or bargain sales, who can provide guide service for blind staff members, and who need not spend undue time in report reading by having to have them read aloud.

It is important that the teacher have an attractive appearance and especially a pleasing voice that is warm and strong enough to be heard by the deaf-blind. The family's yardstick of what is to be expected of its blind member is often based on the example set by the blind visitor. Clothing should be neat,

stylist and appropriate. Cosmetics and coiffure should be neat and attractive.

If the teacher is blind, he should move with ease, orient himself quickly and not be awkward at the table.

I do not feel that the sightless teacher should have to travel alone to the pupil's home. It is an inspiration and he might do so occasionally. He should, however, be able to move about quickly and easily within doors. A guide dog aids the teacher to walk rapidly to a familiar door, but does not eliminate time consumed in waiting for buses or riding on them. Having a free hand for the dog may necessitate carrying fewer supplies and so not being as well prepared. Frankly, I have not thought about the matter a great deal, but am not convinced that the guide dog is of great advantage to a visiting teacher.

To have his own life well rounded and to be fresh for the job, the teacher must have a private life entirely unrelated to his work. The broader his experience and interests, the more he can bring to his pupils.

Before we can help anyone else with emotional problems, we must have a firm leash on our own emotions. We must be mature enough to accept constructive criticism and to admit mistakes. We must accept failures without guilt or loss of confidence. Often the pupil or his relatives will reject us and act or speak harshly or unwarrantedly; under all circumstances we must stay calm, not strike back and not reject the person. This calls for a great understanding of human nature and a love of all mankind, no matter how dirty, ignorant, stupid or of what creed or color. We need not expend much time or effort on unresponsive pupils, but should make a sincere effort to improve, in some small way at least, the life of every blind person whom we meet. We must accept him as he is, not blaming or immediately labeling him "hopeless."

We need skill in tactfully changing the subject or in expressing disapproval. If tact fails, we must have the courage to take positive action. We must respect ourselves and our agency and demand respect from our pupils. We must strike a happy balance between over-protection and rejection. The pupil should never serve as an outlet for our maternal, superior or domineering complex; we must understand these urges within ourselves. We need a blending of self confidence, initiative and humility. Offer praise at every opportunity.

Of all the characteristics, patience seems most important to me. Closely akin is tolerance of all beliefs differing from our own. Integrity, promptness, economy and neatness are essentials.

We should always be seeking new and better methods of rendering our services. In a paper at the 1953 meeting of the Western Conference of Teachers of the Adult Blind, Irene Jones wisely said that something is wrong if we are doing exactly what we did five years ago. We must make periodic evaluations of ourselves and our work. Be willing to try something new! By cultivating good taste and learning what is appropriate to wear, say and do, we should have poise in meeting new people and talking to groups. We must develop a life philosophy that will calm and encourage ourselves and others. We must assume our own responsibilities but not assume those of others and not fret over a situation about which nothing can be done.

We must learn how to correct a pupil and make him want to do it over properly. Here we must employ motivation and proper counseling techniques. Our personal problems and joys should be shared with the pupil at a minimum; he is the important figure in our relationship. We must learn to organize our time, resources and work. There should be a willingness to work overtime when necessary. However, we must learn to protect ourselves from impositions.

We must learn to work within agency policies and limitations and to accept supervision. We must consider ourselves as part of a team, each staff member has a special contribution to make to the whole program. There should be no jealousies or envy between workers, but a pooling of experiences and sharing of new ideas. If some other worker is criticized, defend the staff and do not judge until both sides have been heard. We should be willing to spend our own time and money to belong to professional organizations, to attend conventions, and to become acquainted with new developments in our own and kindred fields.

It may be hard to evaluate these personality factors, but they should be recognized, sought

and fostered. Knowledge and skills are essential, but the best of programs can be ruined by improper personnel; a very limited program may do wonders with a qualified staff.

Certification by the American Association of Workers for the Blind is a step in the right direction. After ten years trial it may be well to reconsider the requirements. I do not feel the present requirements are broad enough or that the craft proficiency test is strict enough.

Working Conditions: The best staff is frustrated and made impotent by bad working conditions.

A field teacher should have office space away from his home with adequate storage, desk and file space; with typewriter and telephone; and with privacy for interviewing clients and for working aloud with a secretary. Since a blind person keeps his hearing alert, this office should be free of outside voices. There should be adequate lighting for the partially sighted worker and for the sighted worker to see fine handwork. This office could be shared by the regular teacher and specialists. If possible, the office space should be located where a blind teacher can enter and leave without assistance and without disturbing other workers.

This raises the question of agency affiliation for these teaching services. If offered by a private agency, I feel it should be an agency devoted exclusively to serving the blind, rather than part of an agency such as Family Welfare. If the State provides the service and there is a Commission for the Blind, it logically belongs there. If no such Commission exists, we might consider the State Department of Education or Welfare. I believe it should be under the State Department of Social Welfare with a State Supervisor coequal with the head of Assistance to the Needy Blind. I agree that it is not good to associate the services with charity or to make clients feel that unless they accept these services their assistance grants may be discontinued. I believe that proper public relations can offset this and that the advantages outweigh the disadvantages.

Welfare departments have offices throughout the state and more space than Department of Education officials, unless school buildings were considered as a location. Case workers handling mutual clients are easily accessible if both services are in the same building. Dictaphone equipment is more apt to be available. Stenographic help can be shared. This could be done with a school secretary, but their type of records are so different that it might make for difficulties. Case histories could be briefer and the teacher's narrative could be in a separate folder inserted in the back of the assistance folder; thus, both workers will be kept apprised of activity on the case. Having the teacher around, familiarizes the assistance workers with these services and results in more referrals and cooperation. In remote offices assistance workers might accompany the teacher on his infrequent calls, which would furnish valuable in-service training. A large staff going into the field might solve some urban transportation problems. Subject matter of staff meetings and conventions attended by Welfare Department workers is more pertinent to our field than that of Education meetings, which deal more with training of children. A blind teacher might need a minute of reading now and again, which would work no hardship where there was a large staff, but might prove difficult in an isolated school office.

Welfare directors may be the most eager officials to expand the program when they realize that it can obviate the need for housekeeping services or even for public assistance in many cases.

Reporting, whenever possible, should be on forms that can be filled in by a blind teacher on the typewriter. I feel the local office should provide secretarial help for recording case history narratives and for letters. Correspondence lessons should be written by the teacher, who should also make his own appointments and travel reservations. A secretary-driver should read mail and case histories.

I believe the blind teacher should have a car and driver at least three days a week and possibly four. This is not paying a double salary. It allows the teacher to make twice as many calls and to take all the materials he needs. Since blindness is a definite asset in dealing with beginners, the secretary-driver makes it possible for the blind teacher to render greater service. If we are to be paid at the professional rate that our training and services justify, then the routine tasks had

better be done by those receiving less pay, and the teacher's valuable time should not be spent waiting for a bus. During a lesson the driver may deliver materials, do routine shopping, take a client to the doctor when no other transportation is available, or help the blind teacher match colors or check on typing or longhand lessons. The teacher should direct the secretary-driver's activities and there should be no doubt in the pupil's mind as to which person is responsible for the services. Insurance coverage and upkeep are apt to be better on an agency-owned car. The secretary-driver should be paid enough to attract an intelligent person. The teacher should select this person since they work so closely together. The secretary-driver may fill in some reports, but the teacher should always keep Braille notes. Volunteer services work out on an occasional basis but rarely are satisfactory on a regular weekly basis. The teacher is not as free to give instructions or to make corrections to a volunteer.

Teaching materials should be adequate. Raised type students should not be given worn out books. Craft pupils should have pleasant-feeling materials and there should be enough in stock so that they need not wait a long time for supplies. There should be special texts for the problem readers and novel craft supplies to interest the unusual student. Teachers should not have to buy teaching materials.

Supervisors should have had field experience so they understand the problems first hand. They should meet the same qualifications as those whom they are supervising. In some agencies, it has been felt that any senior case worker could be switched over to direct this program. There should be regular staff meetings to discuss program policies, to give new information and ideas, and to enable the staff to share experiences. There should be adequate time for conferences with the supervisor. The teacher in the field has to work a great deal on his own and he needs assurance that his performance is satisfactory, to be able to discuss problem cases, and to be corrected privately with ample time to go over his specific errors. Before condemning, the supervisor should ask for an explanation of why certain action was taken by the field worker.

I feel the home teacher should be permanently located in a given geographic territory. One state puts a teacher in one territory for several years, then removes him to another area. This makes it necessary for the teacher periodically to extend time making new community contacts, and certainly works a hardship on his private life, which is important, as has already been discussed. The pupils left behind may need a boost or counseling to continue what they learned, and without it may give up and all his time was wasted. Another state gives each teacher a very small teaching load, eight or ten, which gets concentrated services while others wait. This waiting period is not too long. In California we have field workers in the urban areas that render all services. As Braille specialist, I travel periodically to the remote areas, teaching by correspondence between visits, and rendering as much counseling, inspiration and community education as possible. Usually I am home on week-ends.

I feel this latter plan is best if there cannot be enough teachers to serve everyone adequately. This means that all blind persons can at least be exposed to ideas and a philosophy that can improve their lives. Experience has proved that amazing changes can take place after even one visit from the teacher.

The actual size of the geographic territory assigned should depend on the density of the population, travel facilities and the size of the staff. If there is only one staff member, his territory should coincide with the area served by the agency, except for those agencies that render some services on a national basis. Such a worker would do a minimum of formal instruction, but would stress counseling and developing community resources. The second staff member could be assigned an urban area where he could render all phases of our service to a small number of persons. Within a reasonable time, these cases would be closed and new pupils taken on in the same geographic area. A specialist for travel training, advanced crafts, non-English speaking students, etc., could be assigned a larger urban area, and occasionally could visit all parts of the agency's territory when referrals indicated a need. The state supervisor could coordinate the travel in outlying areas, and one person should be responsible for coordinating the activities of all workers in a given urban area. These workers

should meet at definite times to discuss mutual cases.

The active teaching load, I feel, should be between twenty and twenty-five for those teachers giving only individual instruction. This would schedule a weekly lesson for each person; four lessons a day, four times a week, with allowance made for those who cancel for various reasons, and allowing time to make new contacts with agencies and new blind cases and to do necessary shopping. The greater the territory traveled, the smaller this load would become. All teachers should contact, at least once, every blind person in their territory, and should keep up with semi-active and graduate students as time permits. Teachers having class lessons might have an active load of from forty-five to fifty. Classes should not exceed ten students. No one should start in these classes until the teacher has made a home visit and decided the pupil and the class could profit mutually by his attendance. After students have been in a class for a reasonable length of time, they should be graduated to make room for new class members. Since the class offers much more than mere academic instruction and many students come more for the extra values than for the instruction, the home teacher might seek a community group that would sponsor a graduate class, arrange for a meeting place, and for transportation and a teacher.

There should be a day a week allowed for office hours. It should not be necessary to do overtime regularly. Most of us do it now, I feel sure. Naturally, it will be necessary occasionally. I suggest a 5 day, 35 hour, work week with no compensation for overtime. However, our hours should be no less than those of other professional workers in the same agency. There should be at at least fifteen working days of vacation and time off for professional conferences and study. There should be at least twelve days a year sick leave.

Travel expenses should be flexible enough to allow for tipping, taxis, long distance phone calls, and occasional professional conventions. Some teachers stay with pupils to cut down expenses. I do not approve of this because the teacher does not get adequate relaxation; it is not a routine or practical place for messages to be left, and may result in jealousy between pupils or passing along of confidential information by the pupil host. I even discourage eating with pupils as an expense saver. The pupil's mind is on preparing the food, rather than on the lesson, and unnecessary time may be required.

Compensation: The salaries paid to home teachers should be equivalent to those paid in the same geographic area to professional workers rendering equivalent services such as occupational therapists, rehabilitation officers or medical social workers. There should be provision for increase in pay. There should be a sound retirement system.

Now it is time for me to pull in my neck and hand the relay wand for the next lap on to someone else to play the role of tortoise. We need to face the issues squarely and frankly, without fear of personalities or reprisals. Let's make our goal professional recognition, justifiably earned.

STANDARDS OF MEASUREMENT FOR SERVICES OF HOME TEACHERS AND SOCIAL WORKERS FROM AN ADMINISTRATOR'S POINT OF VIEW

* JOSEPH F. CLUNK, Managing Director
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A year ago we discussed the functions of a home teacher and debated whether or not this staff person should be a "jack of all trades" in the organization, and this year we are attempting to find some method of establishing a standard of measurement for the use of administrators of home teaching and social services.

All too often administrators think only in terms of an immediate budget rather than in terms of the case load in the planning and development of staff. The administrator of an agency for the blind should plan and develop staff that will meet the needs of the

* Visually Handicapped.

statistical potential case load in the area served by the agency and should not be satisfied to direct a staff that does not meet this requirement. Because very few, if any, agencies have a complete current register of blind persons in their area—and in fact even if it were possible to secure a complete current register today it would be out of date within thirty days—we must plan on a basis of the potential case load regardless of whether or not every individual is known to us.

At the present time most statisticians in our field seem to agree that there are at least two blind persons per thousand in the general population and an analysis of closed cases indicates that each year ten percent of the registered group will either have sight restored or will die, and that an equal number of sighted persons become blind, thus maintaining the problem level in the general population.

Whenever an effort is made to plan an organization for an area, administrators frequently disparage such efforts on the basis that their organization is small and therefore the same principles cannot be applied as would be used by a large agency. Sometimes we find small agencies in areas where there is a large population, and comparatively large agencies in areas where there is a comparatively small population. Of course these results depend on the administrator's conception of the organization's responsibility more than upon the size of the general population in the area served by the agency. Very few organizations for the blind are operating in areas serving less than one hundred thousand people and this population has about two hundred blind persons in it with a turnover of twenty per year. In a population of this size, and even though a small number of blind persons requires any one type of service, we would probably agree that as many varieties of service are as necessary for two hundred blind persons as for two thousand. The only difference is the number of persons in each category and the amount of time required to provide each type of service.

In a blind group of two thousand persons there is enough work to employ six social workers and at least six home teachers, whereas a blind group of two hundred would probably use the services of only one combined home teacher and social worker. Even this standard would not be accepted in some areas of the world where a home teacher is assigned to a case load of one hundred blind persons because the home teacher is expected to be a "jack of all trades" in the solution of each individual's problems.

The administrator must determine the functions of a home teacher or a social worker or a combination of the two, and establish a practical case load for that employee. In sparsely settled areas a combined home teacher and social worker might have a full time job in a general population area of 25,000 persons because of the time required in travel, whereas another home teacher-social worker in a more densely populated area might be able to serve one hundred and fifty persons with even greater ease.

One of the present difficulties in attempting to establish a standard of measurement for home teachers and social workers is the fact that we seem to lack any standard outline as to the duties that should be performed by either a home teacher or a social worker. We see different duties assigned to these staff members even when they are employed in one agency and a standardized job description in the agency is forgotten when the administrator finds that a certain individual has abilities either beyond or under those required in the job description or when an individual is assigned to an area possessing characteristics that are off the average conditions within the city or the state.

Because of these factors we have home teachers and social workers performing duties that are frequently assigned to other staff personnel such as: publicity, adjustment training, placement in jobs, supervising home industries, selling home workers' production, conducting exhibits in county and state fairs, prevention of blindness, operating boarding homes and driving the organization truck.

All too frequently administrators use a home teacher or social worker to perform duties that are not exactly within their field rather than campaign with their sources of funds to secure enough financial support so as to employ the right people for each job. Because of this a small agency continues to be small even though the population and the case load indicates a need for a much larger organization and because we have more small agencies than we do large ones, confusion

exists as to the functions of home teachers and social workers.

Assuming that a home teacher or social worker performs the functions that are normally ascribed to these positions, it is generally agreed that a potential case load of 250 blind persons in a compact population area of 125,000 will require the full time of a home teacher and also a full time social worker.

The home teacher will currently have at least 25 students at all times and new trainees will replace those whose instruction is developed to maximum, as rapidly as the teacher can absorb them. There are some areas in which home teachers are given a student load of 80 to 100 persons but an examination of the work of these teachers usually shows that they are doing a friendly visiting job and they are not providing instruction as rapidly as the client can absorb it, and then closing the case for home teaching purposes in order that new students can be enrolled.

The personal and family problems of 250 blind persons requires the full time of a skilled social worker. This case load is one in which the social worker deals with a complete cross-section of the population and the social services are not rendered on a basis of continuing eligibility for public assistance, rehabilitation, medical care, or any other one reason, but simply because these persons are blind and they need a good friend.

What is the relationship of the home teacher and social worker to other staff members?

Obviously these persons are the first contact between the agency and the blind person and it is their job to analyze the needs of the individual and make use of all the resources of the agency as well as the community in the solution of those needs. We might compare the home teacher-social worker team to the receiving department in a factory where all the raw material is brought in and then is routed to the various departments that process this material, make the finished product and send it on for use in the community. In the agency it is the responsibility of the home teachers and social workers to follow the material through the processing and make certain that the job is completed and that the individual receives all the services required. It is also the function of the social worker to continue contact with each person in the case load during the entire life time of the individual and always be on hand when a friend is needed.

When an administrator is working with a budget that is inadequate for the case load needs in the area then the administrator must decide whether or not the agency can afford home teachers, and this is especially true if these staff members are to perform the functions normally ascribed to teachers. For example, when a home teacher instructs twenty persons in a week the salary of this teacher plus travel, administration and clerical assistance, produces a cost of from four to five dollars per lesson. The administrator may have to choose between serving twenty persons at a cost of four thousand dollars per year or serving a larger number of blind persons through such services as recreation, placement in industry, training and placement in stands, training in workshops, prevention of blindness, etc. for the same amount of money. Because of the basic character of social work every agency, either public or private, must have a good social work department and even in a one-man organization the director is primarily a social worker in function before that person is anything else to the clientele. Assuming that an administrator hires a home teacher to perform teaching functions then it becomes incumbent on the administrator to distribute the skills of the home teacher over as many persons as possible in the course of a year and not permit the teacher to become a traveling friendly visitor or to continue teaching individuals long after they have leveled off in their ability to absorb and apply instruction.

Should public or private agencies employ home teachers?—is a question that is frequently presented to us. Because of the cost of home teaching, most persons agree that this is a service that should be provided by public agencies and thus is paid from appropriations. It is a service that can be given to individuals in a comparatively leisurely manner and the teacher meets with very few emergencies that are complicated by public agency administration. Very few states are providing enough funds to permit the state agency for the blind an adequate staff of home teachers even when the ratio of teachers is one to three hundred blind persons.

If the private agencies employ home teachers and other personnel that should properly be employed by the public agencies, then the public agencies are encouraged to avoid their responsibilities in this matter. There are so many services that must be provided by the private agencies that every effort should be made to assist the public agencies in securing appropriations that will permit the employment of an adequate number of competent home teachers in each state. If the administrator of a public agency refuses to recognize his responsiblity in this matter then the private agency should employ home teachers on a supplementary basis and simultaneously conduct a campaign to have the public agencies carry the full load. As the funds of the public agency are increased and the vision of the administrators improved, then the private agency can move out of the home teaching field and use its funds for other services.

Suggested standards of measurement for the effectiveness of home teachers and social workers:

Because these persons are the first contact between either the public or private agency for the blind and the general public, it seems reasonable to assume that if these persons are doing the work in a satisfactory manner the confidence of the general public in the organization will be established and maintained at a proper level. In the case of either type agency this will be reflected in the speed with which newly blinded persons are reported to the organization. An analysis of registrations in the agency will soon tell you the length of time the average person is blind before being registered in the office. In many areas this time lag is five years and in far too many areas it is as high as fifteen years. If we could find persons within the first year of their blindness we could save time, money, and months of distress. The delay in reporting is usually due to the lack of knowledge of the agency by the public or lack of understanding of the agency's functions or both.

When the home teacher and social worker are cultivating the general public as well as the blind group in the area assigned to them, newly blinded persons will come to their attention within the first year. In the case of private agencies depending upon contributions the effectiveness is measured in terms of increased financial support. The respect and confidence of the public is demonstrated through its pocketbook, and improved contributed income not only enables the administrator to employ an adequate number of home teachers and social workers but also to provide the many other services that a private agency should make available to the community.

The public agency administrator finds that the home teacher or social worker influences the members of the state legislature in a favorable manner because of the good will of blind persons and their sighted friends in the counties, and these legislators support requests for increased appropriations for services to the blind. On this basis the home teacher and social worker is a very important public relations factor, but of course their work must be equally well supported by the other staff members of the organization.

THE POTENTIAL ROLE OF A CONSULTANT IN HOME TEACHING ON THE STAFF OF THE AMERICAN FOUNDATION FOR THE BLIND

* ANNETTE B. DINSMORE, Consultant
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It seems strange to stand before you today —you with whom I have worked in various parts of the country—to discuss a subject other than problems of deaf-blind people. However, Home Teaching as a whole has always held a great deal of interest for me and I am glad of the opportunity to talk about the potential role of a Consultant in Home Teaching at the American Foundation for the Blind.

Two years ago at Louisville, many of you heard Mr. Barnett's anouncement that the American Foundation for the Blind proposes to employ on its staff a Consultant in Home

* Visually Handicapped.

Teaching. This decision was made in recognition of the fact that Home Teaching constitutes one of the professional services in work for the blind. If through such a consultant the Foundation can help to underscore the validity of Home Teaching as such, so that it may be acknowledged in its rightful place in the field as a whole, then this alone will justify the time and expense involved. On the other hand, a Consultant in Home Teaching can offer a variety of services to help you in your programs and to help you develop greater strength in them. The position has not yet been filled, but the plan has not been changed. I have come here today not to discuss qualifications for the job but to give you an idea of the duties which will be required.

When we speak of a *potential* role of a Consultant in Home Teaching we mean just that. No matter how carefully we outline the role, we know that the work will develop only through needs expressed by and from you who are in the field. Only through combined efforts, sharing constructive experiences as well as specific problems, can the Consultant build a program of value or any real significance.

The description of the duties of the proposed Consultant have been outlined tentatively. It is my thought to give you these briefly and then elaborate upon several of them in greater detail:

1. Special attention to areas needing research in Home Teaching.
2. (a) Consultation with home teachers, supervisors and employers.
   (b) Evaluation of local program and suggested improvements.
3. (a) In-service training for workers.
   (b) Arrange for and coordinate college and university courses of instruction.
4. Take part in surveys (team or singly).
5. Correspondence.
6. Keep abreast of developments in Home Teaching and help formulate policies for the American Foundation for the Blind.
7. Represent the American Foundation for the Blind at conventions and conferences.
8. Write articles and evaluate articles of others.

To go back to the first duty—special attention to areas needing research in Home Teaching—the Consultant should undertake studies of factual information, keeping confidential any details that would lead to identification. These studies should cover such things as salary levels and working conditions, including degree of supervision, working hours, reports required, allowances for travel, and so forth. The studies should also include the formal qualifications of home teachers and their personality factors, qualifications of supervisors and —again—personality factors. A study should be made of the types of services offered within various programs. Analysis should be made of methods of instruction and adequacy of such instruction. What methods of travel do the workers use? What is their relationship with fellow staff members, with workers in other agencies, and with clients?

The Consultant should make a comparative survey of the work required of a home teacher assigned to a rural area and one assigned to an urban community. Here, geographic conditions should be considered and density of population, together with the percentage of the incidence of blindness within the area.

The Consultant should compile information on handcrafts so that new techniques and skills could be made available. It is my personal conviction that there is one whole field of research waiting along this line. It is the use of materials for handcrafts native to individual localities. In Pennsylvania alone there are varieties of native raw materials typical in different sections, which can be utilized according to local customs. If that is true within Pennsylvania, it must be even more so in some of your larger states—certainly Texas, for example!

We could lengthen this list and use up all of our allotted time, discussing recreation, geriatrics, home industries, and the part that a home teacher plays in each. Certainly we could discuss the most important subject of all—services for the deaf-blind. But we will go on.

Let's consider the second duty on our list —consultation with home teachers, supervisors and employers—evaluation of local programs and suggested improvements. The very title "Consultant" implies a service of this kind, and there have been expressions from the field that lead us to believe professional advice would be welcomed. At first glance such a

service appears obvious and certainly there is no doubt of its potential value. However, in my opinion this function comprises the most difficult part of such a consultant's job. It would be necessary to work out procedures with great care and diplomacy so that administrative channels be adhered to, and the relationship between the American Foundation for the Blind and individual programs be maintained on a sound, ethical basis. If a director requests evaluation—how can this be done effectively? Would the home teachers under observation react in such a way that the picture of their work becomes out of focus? Would they be self-conscious, possibly defensive? It would be necessary for the Consultant to know her subject so thoroughly, also, to understand human frailties and strength so well that she would inspire complete confidence—confidence in sufficient measure to overcome these difficulties.

In contrast, the home teachers in the field, who desire personal consultation and help of any kind, would be faced with a personal factor in that such requests would need to be made through and by their immediate superiors. Here again we have the human element—reaction of the supervisor to requests of this kind. It seems to me that such services could and should be available to individual home teachers, but it would need to be planned through mutual agreement—satisfactory to administrators and workers alike.

In addition, it seems important that programs operating effectively and with no immediate need of consultation should invite the Consultant in Home Teaching to observe the work being done so that she could become familiar with it. In so doing the agency would indirectly offer the benefit of its experience to the profession as a whole.

In my own work as Consultant in Services for the Deaf-Blind, I have been in a peculiarly enviable position. I have seen you in action—I have worked with you and with your supervisors in many parts of the country—through institutes, through discussions in staff meetings and through actual field trips to visit deaf-blind clients. Even though we have focused our attention on one specialized phase of your work, your response has reflected an interest, sincerity and desire to render effective service that is of great significance because it has indicated your attitude toward your work as a whole. It would hardly be honest not to admit that there have been weaknesses apparent at times, rare instances of inflexibility, and hints of relationships which could be improved. But these have been the exception, not the rule, and have presented no major problems. It has been my privilege to be given a bird's eye view of Home Teaching in these United States and to a limited extent in Canada. The picture is that of a growing profession, making progress against a great many odds known to all of us. It is a picture which has served to strengthen my conviction of long standing that Home Teaching is the foundation upon which work for the blind rests. May we all help to give the future Consultant in Home Teaching a similar objective, unbiased view!

The third responsibility in our outline is in-service training for workers, arranging and coordinating college and university courses of instruction. This can be organized to meet a long-felt need and can help to bring about uniformity of preparation and, over a period of time, raise standards to professional levels.

The fourth responsibility—to take part in surveys, as one of a team or singly—may need some clarification for you. By official request from the governor of a state or from some administrator of an individual agency or institution, the American Foundation for the Blind makes surveys according to the request received. The Foundation sends a team of experts into the areas to be studied and evaluated—education, rehabilitation, adjustment centers and the like. The survey may take two to three weeks, and a detailed report is submitted in confidence to the authority who requested the service originally. Occasionally the request involves only one specialty and then the survey can be conducted by the Consultant in that area.

The remaining duties in the outline are self-explanatory, although each will require a lot of hard, detailed work for the Consultant. It seems unnecessary here to elaborate upon them.

I have purposely avoided interjecting my personal opinions on topics that are controversial. These are well known to all of us. However, we hope that through study and presentation of unbiased, factual informa-

tion, the Consultant will be able to resolve some of the differences of opinion now prevalent.

I hope this discussion has given you some understanding of the plan we have in mind and that it may nullify any possible impression that the Consultant in Home Teaching at the American Foundation for the Blind is merely a figment of our imagination!

WHAT ARE THE SPECIAL NEEDS OF THE AGING BLIND AND HOW CAN THESE BEST BE MET?

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In his article, "Estimated Prevalence of Blindness in the United States" (Outlook for the Blind, Sept., 1953), Ralph J. Hurlin observes: "There can be no doubt that the proportion of older persons in the population is now one of the principal factors determining the number of blind persons. Many diseases that cause blindness, including the two most frequent causes, cataract and glaucoma, occur chiefly in the later years of life. While increasing longevity has increased the relative importance of eye disease associated with age, medical science has been reducing spectacularly the incidence of blindness from infectious diseases, which probably once accounted in this country—as it still does in some parts of the world—for the greater part of blindness."

The validity of these observations has been recognized by workers with the blind for many years. When we consider that, in addition to the fact that the proportion of older blind persons in the blind population in increasing, the fact that more than half of the blind population of this country is already over the age of 65, we have brought home to us strikingly the important need to direct an increasing portion of the facilities and services for the blind toward meeting the needs of the aging blind.

Earliest efforts to develop special facilities and techniques for serving the blind concern themselves with the education needs of the young blind. Once the educability of the blind became widely accepted, the need to provide opportunities for educated blind persons to find useful and remunerative employment loomed as a new challenge to educators of the blind. The programs of schools for the blind were extended to provide special workshops in which to employ their graduates. Such workshops were subsequently separated from schools for the blind in order to enable them to meet the employment needs not only of graduates of schools for the blind but also of the overwhelming majority of the blind of working age who had lost their sight after school age. From the success of workshops for the blind arose the confidence that properly selected and properly trained blind persons could be employed under fully competitive conditions.

We find ourselves today at the stage in the development of services for the blind which takes for granted the educability and the employability of a substantial portion of our blind population. Both the needs and the potential of this portion of our blind population are dramatic and command the interest and the energy of most of the specialists who have made work for the blind their lifetime specialty. The needs of the aging blind, by far the greater portion of the blind population, are generally more obscure and the potential of these blind persons is generally far less dramatic. Consequently, our aging blind have too often received only incidental attention in the planning for and the development of programs of service to the blind.

There is no intent to imply here that, because the aging blind constitute by far the majority of the blind, they should receive the major portion of money, time and energy devoted to work with the blind. There can never be a question as to whether the needs of any particular portion of the blind should per se receive prior or exclusive attention. Obviously, the education and/or the rehabilitation to productive, independent living of any

young blind person is likely to have more far reaching and more lasting value to his community than is the preparation for self help and happiness of an aging blind person. However, because this latter accomplishment may have somewhat less tangible, substantial, or far reaching benefit to the community than the rehabilitation of the young blind is no reason for relegating the needs of the aging blind to the position of neglect as has so generally been done in our field. The sheer size of the problem, in terms of the relative number of blind persons involved, of serving the aging blind and the poignant emotional stress to the aging blind, their families and their neighbors which results from their neglect makes it a responsibility of major consequence for all workers with the blind to devote a significant portion of the resources available to them to serving those blind persons whose advanced age places them beyond the possibility of being helped to any primary degree by the educational and/or rehabilitation services for the blind.

The needs of the aging blind are special by reason of the factor of blindness while, at the same time, they are, if anything, more diverse than the needs of the rest of our blind population. They are more diverse because they are affected by patterns of living which have been set by past accomplishments, past failures, present economic, physical and social conditions and the harsh reality that sufficient time does not remain to make possible any major change in the individual's intellectual, emotional, social, physical, and economic status quo. The diversity of the needs of the aging blind cannot be materially reduced by reeducation or retraining. Within rather narrow limits, it is necessary to work with and serve the individual aging blind person in terms of his immediate needs and the situation in which he is found.

Many blind persons of limited economic resources and limited cultural assets with reasonably satisfactory home conditions may best be stimulated and benefited through a homework program. Such a program may constitute the major if not the only service that can feasibly be offered to this group of aging blind persons. Other aging blind persons, too, may require the service of a homework program but may require, in addition, any one or a number of the other services which will be mentioned below that can be designed to serve aging blind persons with beneficial results.

The successful operation of a homework program presents many challenges growing out of state laws and regulations, federal wages and hours requirements, marketing, inventory, supervision, and many other factors which do not bear detailed discussion in a paper of this type. However, a number of principles for the successful operation of a homework program which have particular significance in the conduct of such a program for aging blind persons might be enumerated here:

1. Only those persons should be employed under a homework program who clearly cannot avail themselves of employment opportunities outside of the home.

2. Homework should be offered only after competent case work service has established the eligibility for homework the need for homework, and has helped the client to a state of readiness to accept homework and use it to good advantage.

3. Provision should be made for continuing competent case work services, wherever indicated, after homework has begun.

4. Care should be exercised to guard against the diverting of homework intended for the client to other members of the household in which he resides.

5. Homework should provide remuneration sufficient to lend dignity and worthwhileness to the client's efforts and should, in no instance, permit payment for work accomplished at home to be less than payment for comparable work performed in special workshops for the blind or regular industrial establishments.

6. Homework should provide a standard, stable item that will not be changed under normal conditions in order to provide the maximum long range benefit from the intial training required to perform the work offered under the program. Training is frequently beset with frustration and discouragement for aging blind persons, and frequent need to undergo training may very well undermine the sense of security that can be realized through long term satisfactory work performance.

7. Top priority on available materials should be given to any homework program which is

operated in conjunction with a special workshop. Regularity of work is important to maintain satisfactory work patterns in the aging blind.

8. A homework program should provide for the delivery of raw materials to the home and the pickup of finished goods to avoid any necessity of the client developing, through his performance of homework, a new dependence on any member of his household.

9. Pay for work performed under a homework program should be made promptly on the receipt of the finished work and should not be deferred until the work is sold or contingent on the sale of the work. Satisfaction with the reward for work is diminished in direct proportion to the delay which may be involved in realizing the reward.

The abundant cultural assets of many aging blind persons are very often the potential source of socially useful and personally satisfying living but, at the same time, are far too often the immediate cause of extreme frustration and a feeling that the limits imposed by advanced age and blindness are well nigh intolerable. Many of these blind persons are fortunate in having homes that are economically secure and emotionally sound. In their homes and in their cultural assets lies a great resource for happiness for themselves and satisfaction to their families and their communities. When such aging blind persons are allowed to waste this resource, indeed to be burdened down by the very elements in their situation that are potentially positive, it is hard for those of us concerned in the welfare of the blind to escape the indictment of shortsightedness and, sometimes, criminal neglect. A relatively small portion of the wherewithal of any agency for the blind, if properly directed, can bring enormous returns in terms of the happiness of the aging blind of their community and the social health of the community itself. A day center program, a program of recreational activities planned in accordance with the interests and capacities of the aging blind persons it can serve and conducted in a spirit of genuine friendliness and respect for the individual dignity of these persons, can be operated with a small nucleus of well selected, professionally trained, paid staff and with the help of a diversified corps of volunteers which can be drawn from a very broad base of the general population in the community. Unlike many of the highly specialized services which function in the field of work for the blind, services to the aging blind can make effective use of volunteers from almost all walks of life. Drivers, readers, musicians, guides, or just wholesome companions and many other types of helpers can find their place in a well planned and directed day center program for aging blind persons.

Perhaps, the most limiting factor in the expansion of day center programs for aging blind persons is the need which such persons have for transportation. Diminishing acuity in their remaining senses and the reduction in their general physical tolerance which accompany advancing age make it impracticable for all but a relatively few aging blind persons to learn to travel by themselves. Their consequent need to be transported to and from any day center and the rather wide distribution geographically of any group as small in relation to the total population as is the aging blind make the problem of their transportation an expensive one and one which, inevitably, will preclude a great many aging blind persons from participating in a day center program.

Many aging blind persons who have a need and a capacity for fuller social living than their homes can afford them unaided can be helped to realize a good measure of satisfying activity through the service of a carefully planned and well directed volunteer visiting program. Under competent professional direction, properly selected and trained volunteers can bring to many aging blind persons in their homes companionship and help which will enable these blind persons to reenter the pattern of activity which their blindness had terminated for them. Volunteers may bring back to aging blind persons a measure of the printed word that may have constituted an important part of their cultural and intellectual life before they lost their sight. Reading to the blind is one of the first services that occurs to most seeing persons who wish to help the blind on a volunteer basis. It is a service which almost everyone can render; but it is a service which, if not carefully controlled, can become an added source of irritation rather than a pleasure to the blind persons to whom it is offered. Too often, volunteer readers see their function as one of bringing the particular religious, cultural, or so-

cial interests which they personally have found satisfying to blind persons. They do this under the misapprehension that blindness produces a vacuum in the minds of its victims which must be filled with what they consider to be good and uplifting thoughts. The key to successful volunteer service to aging blind persons—whether this service be reading, help in pursuing religious, cultural, social, or recreational activities through attendance at places of worship, places of entertainment, visits to friends, performing of hobby activities, or any activity designed to give the blind person satisfaction in living—is the ability of the volunteer to help the person he serves to pursue those interests and activities which his pattern of living has made meaningful to him. If the volunteers available do not have the professional training or have not otherwise acquired the insight and objectivity to enable them to fully appreciate this highly important fact, it becomes the responsibility of the director of the volunteer service to select volunteers whose occupational, cultural, religious, and social backgrounds are most similar to those of the blind persons they serve in order that any tendency of such volunteers to bring their personal thinking and feeling to the persons they serve might be most likely to coincide with the thinking and feeling of those persons and to be acceptable to them.

Many persons in our society, whether blind or not, fail to develop any substantial interests and activities outside of their occupations. Such persons are likely to find the final years of their lives, when they can no longer pursue their occupations, particularly bleak and lonesome. It is difficult, if not impossible, for many of them to establish rapport and develop satisfying activities with volunteer visitors or to enter into the activities of a day center program. Through long habit, the satisfaction which they derive from the performance of any activities on a regular basis is dependent, if not directly proportionate to, the financial compensation which they receive for performing the activity. A homework program may best serve the need of some of these persons and a part time workshop program may best serve the need of others. Not only will the routine and the exercise of traveling to and from a central place of work serve to maintain the physical and emotional stamina of those who are still able to travel by themselves but the element of leaving home for a specific period of time at regular intervals will be found to be an important element in the normal, satisfying work patterns of even those who may have to be transported to and from their places of work. A part time workshop program for aging blind persons should be planned with the fact in mind that the clients for whom the program is designed are likely, within a relatively short period of time, to become unable to perform any work sufficiently productive to provide a reasonable basis for financial compensation. Accordingly, such a program should be designed as a transition program in which the clients may be helped to gradually relinquish their dependence for satisfaction upon financial compensation and strictly regimented work routine. It should be designed to help them to learn to enjoy active leisure and to prepare them to enter into a day center program which is socially and not occupationally constituted.

The increase in the number of aging blind persons, the trend for married women to seek employment outside of the home, the replacement of large houses in favor of apartments or small houses for family living, and a number of other factors are bringing to the attention of social welfare agencies, generally, an increasing need to provide residence for aging persons. This need is no less apparent in the field of work for the blind than it is in other fields of social service.

The question naturally arises as to whether aging blind persons might best be housed in facilities designed to serve the aging generally or whether separate housing for aging blind persons is required. An analysis of the individual needs of the aging blind persons who require residence reveals that these persons generally fall within one of three categories that can be identified by the type of residence service that may best serve their needs. Some aging blind persons, especially those who retain a usable degree of residual vision and a relatively high level of physical competency, may best be served in small housekeeping units or boarding house facilities. Other aging blind persons whose level of health has diminished to a point that makes hospitilization or nursing home care essential to their comfort and well being may best be served in the same facilities that are used to meet

the needs of aging seeing persons of a similarly low level of health. This second group of aging blind persons is primarily handicapped by the debilitating conditions resulting from their advanced age. They have neither the physical nor the mental stamina left which can make possible or motivate their pursuit of cultural, social, or recreational activities. Their primary need is a need for physical care. The condition of their blindness is an incidental factor among the many other conditions produced by their advanced age underlying their basic need for physical care and the manner in which this need and any remaining secondary needs can be met. However, there is a third group of aging blind persons who cannot safely care for themselves in independent housekeeping units ar have their physical, intellectual, and emotional needs adequately served in boarding house facilities and who, nonetheless, enjoy a level of physical stamina and mental vigor which would make confinement to a hospital or nursing home extremely odious to them. This group of persons, if they could see, might obtain contentment and satisfaction from the kind of living that is afforded in some of the best residential programs for aging persons. Unfortunately, these programs do not afford the professional personnel trained in work for the blind and the facilities that are required to help an aging blind person to pursue an active, personally satisfying, and socially useful life. If they are to enjoy such a life, they must have the advantage of a residential program especially equipped to meet the special needs that grow out of their blindness and, it must be emphasized, the equally special needs that grow out of the other conditions resulting from their advanced age.

A residence for aging blind persons, if it is to meet the needs of the third group of aging blind persons referred to above, must provide, first, conditions of cleanliness, orderliness, ventilation, lighting, and diet, which will be conducive to the maintenance of the highest possible level of physical health and morale in the clients to whom it is offered. Second, it must provide a program of general medicine and geriatrics in order to safeguard physical tolerance, reduce to a minimum psychosomatic conditions and anxieties over physical health, and determine how best to improve the physical condition of each client through medical treatment and related therapies. Third, it must recognize the need of every individual for self respect, for being useful, and for exercising his creative abilities; and, to meet this need, a program of occupational therapy should be offered, designed to enable each client to utilize his initiative, skills, and abilities in the development and accomplishment of personally satisfying and useful projects. Fourth, in order to avoid the development of a segregated, institutionalized way of life, every effort should be made to integrate the social activities and social interests of the clients with those of the community at large. To this end, the help of responsible persons of the community should be sought to bring clients of the residence into the social and cultural life of the community and clients should be helped to attend religious events or any similar activities available in the community in which they may be individually interested. Fifth, the relatives of clients of the residence should not be separated from the problems of the clients. With the help of competent social case work, relatives of the clients should be encouraged to join in the meeting of the clients' needs. Sixth, admission of an aging blind person to the residence should never be regarded as marking the end of his period of usefulness; but, rather, it should be considered as the beginning of his return to as active, useful, and personally satisfying a life as he can possibly achieve. Seventh, clients should be helped to acquire the greatest insight into their problems of which they are capable, and the solution of their problems should be approached on the basis of cooperation between staff and client designed to foster self-help in the client—as far as possible, a client's needs should be met with him, and not for him.

It is not possible within the time allotted to me to present anything more than a broad statement of facts and principles affecting the need for and the operation of services to the aging blind. In conclusion, however, I wish to point out that adequate services to the aging blind must draw upon many professional services particularly oriented to work with the blind which are basic to the offering of sound service to blind persons of any age. Social case work, medical services, psychotherapy, physical orientation and foot travel, and other professional services employing the

special knowledge and special techniques essential to their most effective application to meeting the needs of blind persons must be brought to bear upon the needs of aging blind persons. In addition to the contribution which all of these services can make to a program of services for the aging blind, it is very important to bear in mind that work with aging persons is in itself a professional specialty which is rapidly acquiring, through research and practical experience, a large body of special knowledge. An adequate program of services for the aging blind must be staffed with personnel who are equipped not only to bring to it an understanding of the special problems of blindness and a knowledge of the various professional specialties which are essential to effective work with the blind generally but who are also equipped to bring to it the special knowledge and techniques which are essential to the offering of effective service to aging persons. The special conditions of blindness which influence the work with the aging blind that are more or less stable; but the special conditions of the aging blind that are produced by their advancing age are undergoing almost continuing change and this fact makes it necessary to plan services with immediate objectives and to conduct these services with a constant readiness and expectation to modify them to accommodate to the changing conditions of the individual. The state of health, the attention span, the memory span, the intensity of motivation, the reasoning ability, and many other factors the evaluation of which, ordinarily, provides a basis for working with an individual in a rehabilitation setting cannot provide any dependable basis for sustained work with an aging person. This is the fact that gives the profession of work with the aging its particular area of specialization. Success in work with the aging blind requires an intimate knowledge of the peculiar problems presented in this area of work and the lack of such a knowledge in work with the aging blind is not only likely to lead to inept service to the aging blind but will almost certainly lead to frustration and disappointment on the part of those who offer the service which will probably exceed that of those who receive the service. The problems presented by the aging blind are substantial enough and urgent enough to demand competent specialists to serve them; and the benefits that can be derived from competent service to them are certainly great enough to deserve the most competent service we can give them.

MEDICAL SERVICES FOR THE AGING BLIND

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The aging blind belong to a minority group composing a segment of our society which is often overlooked and neglected. For the most part, they have lived as sighted persons and blindness has meant restriction of activities. The effect of the onset of blindness varies with individuals, but most people react to such a condition with fear and despair. A feeling of dependency is a real threat to happiness and a purpose in life to many people.

It is easy for the rest of us to neglect the aging blind; to put them on the shelf and to let them sit idly waiting for the end. Many fine minds and nimble hands wait for an understanding attitude and a few helpful suggestions. They have a big contribution to make, if we will accept them.

Our estimated blind population is 308,000 (Social Security Bulletin, July 1953). Fifty per cent of our blind people are over 65 years of age. (American Foundation for the Blind Publication, "Blindness in America.")

An estimated fifty per cent of blindness can be prevented or postponed; therefore, my emphasis will be on the aspects of prevention.

Let us take a quick look at the causes of blindness. Since the aging process begins at birth, we will include all causes and all ages:

1. Infectious Diseases—22.5 per cent.
2. Trauma—9.3.
3. Poisonings—.6.
4. Neoplasms (or abnormal growths)—.9.
5. General Diseases—5.5.
6. Prenatal Origin—12.2.
7. Unknown to Science—29.9.
8. Undetermined or not specified—19.1.

("The Battle Against Blindness" American Medical Association Bulletin, 1951.)

Within the past few years, we have witnessed a marked DECREASE in blindness due to infectious diseases. Modern drugs, better trained physicians, better methods of disease control and broader public health coverage have made valuable contributions to prevention of blindness due to infectious diseases.

Trauma accounts for 9.3 per cent of blindness. About ten times the number that are blinded in both eyes lose one eye from accidents. We can work on prevention through legislation, such as the control of the sale and use of B. B. Guns and fireworks. I am sure you know that the President signed on June 4, 1954 H. R. 116. This bill was known as the Church Bill and has been sponsored by the Legislative Committee of The American Association of Workers for the Blind. It prohibits the transportation of fireworks into any state in which the sale of such fireworks is prohibited. It is now Public Law 385—another milestone in the prevention of blindness.

Industry is already doing a magnificent job in promoting safety through:

1. Education in eye and health safety.
2. The use of colors and illumination in machine operations.
3. The use of safety goggles.
4. Testing for visual skill.
5. Analysis for visual factors.
6. First aid service for eye injuries.

Poisonings, causing .6 per cent of blindness, can be reduced in industry through medical advice.

Encouraging reports have been received in the use of new drugs in the treatment of such neoplasms as malignant tumors of the eye. There is hope that not only blindness can be prevented but life saved. Prevention of blindness from general diseases causing 5.5 per cent of blindness, can and has been approached from many angles. We know that good nutrition is the foundation of all good health. Good eye sight is to be expected in a healthy well nourished body. Periodic physicall examinations, including eye examinations, can detect the presence of early disease or body disfunction.

Cataracts, which account for 24.4 per cent, and glaucoma are the two major causes of blindness in older people. (American Foundation for the Blind Publication, "Blindness in America.") Cataract surgery is usually successful in restoring vision.

Dr. Frank C. Winter, Chief of Ophthalmology at the University of North Carolina Medical School, recommends that every person past the age of forty-five have his eye tension taken at least once each year. He points out that we take a thousand chest X-rays to find one case of pulmonary tuberculosis; and that one person out of every fifty past forty-five years of age may be expected to have an elevated tension in his eye—early glaucoma. This disease steals away vision like a thief in the night. Unless one has acute glaucoma, he may lose a great deal of his vision from chronic glaucoma before he knows that he is going blind. Medical science knows that glaucoma can be controlled and blindness prevented if we can find the disease in its early stages. It now accounts for 11.6 per cent of blindness in the United States. Many cases of blindness classified as "causes unknown to science," constituting 29.9 per cent, can be reduced when medical facilities are increased to the extent that *all* persons needing medical eye care are in the reach of physicians equipped to diagnose and treat eye diseases. We feel sure that these cases and those classified as "undertermined or not specified" are rapidly being properly diagnosed and treated.

In due time, we will have a large number of blind persons added to our adult and aging blind population with a diagnosis of retrolental fibroplasia. This word has been spoken so many times and in so many places that we all understand its meaning as a disease causing blindness in a certain percentage of babies born prematurely. We at least know now that the disease is related to the administration of oxygen to newly born premature babies. We have no blind adults at this time with this diagnosis. It made its first appearance about 1940. Blindness from this disease is different from blindness caused by diseases about which we have been talking. These people have never seen with their eyes the world in which they live. Their whole concept of things about them has to come through other senses than sight.

In an article, "Why Are They Blind," which appeared in the "Sight Saving Review," Volume XXI, No. 3, by Dr. William C. Owens of Johns Hopkins, Dr. Owens reached the following conclusions based on

his studies: 37.5 per cent of blindness resulted from eye conditions for which there are no known effective treatment at the present time; and 14.4 per cent did not respond to treatment that is usually effective. *Thus 51.9 per cent of blindness was due to the present limitations of medical science.* This emphasizes the continuing need for research to discover some effective treatment for these particular eye diseases. The primary responsibility here is with the medical profession.

The remaining 48.1 per cent of blindness, Dr. Owens claims, shows that there are definite responsibilities for the non-medical group in preventing blindness. The following reasons for blindness were given:

1. Failed to recognize early eye symptoms.
2. Delayed too long in seeking treatment.
3. Sought eye care first from non-medical person or a doctor of internal medicine.

Our conclusion is that if approximately fifty per cent of blindness is preventable, we have a long way to go. None of us will disagree with Dr. Owens' recommendation that we need public education in accident prevention, eye health education and further study to find out why *preventable* blindness occurs.

We have a moral obligation to the aging blind. Our stewardship demands that we quit looking only and forever at the Rehabilitation dollar mark of economic dividends. Traditionally, some North American Indians, as well as many other groups, left those who were blind to die by the wayside because they impeded the mobility and safety of the tribe. To the ancient Hebrews, blindness marked a person as a sinner—he was being punished and was atoning for his wrong doings. Disability to the Ancient Greeks, was not a sign of sin but of inferiority. I for one embrace none of this.

It is not enough to keep an aged blind person *alive. Simply being alive is not enough.* Recently representatives from the Federal Offices of Vocational Rehabilitation did an analysis of the closed rehabilitated cases of the North Carolina State Commission for the Blind. We were given a firm reprimand for serving so many aging blind people; and yet OVR bombards state agencies with appeals to serve our aging population! Let us make up our minds that Rehabilitation is not merely a *Method* or a *Technique* but rather a *Concept* or a *Philosophy.*

Raymond Dickinson in his article, "The Humanitarian Spirit in Work for the Blind," printed in the 1953 November issue of the *New Outlook,* hit at the solution of this problem when he urged that we, "Take away our ultra-professionalism, throw off our stilted manner and our polysyllabic phrases, and substitute for these a simple faith that persistent, patient co-operative action will bring results."

We can subscribe to that philosophy and get this job done of serving the aging blind. It will take money, but we can find the money. We can do this or we can be like the little boy whose teacher had told all of her students to bring to class the next day their birth certificates. Next morning all the children brought their birth certificates except one little boy; and he said to his teacher, "I'm sorry, but I forgot to bring my excuse for being born."

REPORT OF PROGRESS OF THE STUDY OF PRINCIPLES AND STANDARDS FOR SERVICES FOR THE BLIND

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A very active concern about principles and standards of service for the blind was a primary motivating factor in the establishment of the American Association of Workers for the Blind. A review of the proceedings of the first meeting of this Association makes it clear that from the outset the membership was actively considering principles and standards of work with the blind. In his presidential address on August 23, 1905, Rev. Charles H. Jones asserted this principle, which it is well to recall today: ". . . that the obligations of the State were not met by pension nor almsgiving; but that simple justice de-

manded that these defective classes should be educated by the use of such means and along such lines as were best adapted to the limitations by which they were affected; that the question of 'Will it pay?' must ever be answered by the reply to that broader, holier question 'Is it right?'" Again the same speaker identified a standard when he called to the attention of the members of the Association that in 1893 the State of Connecticut established as the amount to be expended for the education of a blind person the sum of $300 per annum. Incidentally, if you apply the federal index to adjust this figure to 1954 terms, you will find that Connecticut was in 1893 appropriating the equivalent of more than $1,000 per annum for each of its blind students receiving training. From that first meeting of the AAWB, to the present, every meeting of this organization has had as one of its principal concerns the further improvement of standards of service for the blind. Although only a few of the papers given have had either in their title or in their content the use of the words *standards, criteria* or *principles* the fact is that these matters have been and continue to be of major concern.

As Mr. Barnett has reminded us, the original impetus and request for this study came from Group F of the AAWB. A careful review of this request plus an examination of the minutes of Group F and its subcommittee on "Criteria and Standards for the Ideal Agency," and the minutes of the Board of Directors of AAWB, makes it abundantly clear that the Association in requesting that this project be undertaken by the AFB was interested in a comprehensive codification of standards and criteria of services for the blind. Consistent with the primary purpose of the AAWB, as stated in its constitution and re-affirmed throughout the discussion that led up to this request, is the promise that this study would provide a base for developing and improving essential services for those members of our community who are blind.

If I may elaborate on this statement of basic purpose, I would like to suggest that there are several needs which we hope to be able to meet with a codification of standards. We believe that an identification of, and general agreement on standards will:

1. Provide a more trustworthy basis for the administration, supervision and appraisal of the programs being carried on among the several hundred agencies serving the blind in the United States and Canada.

2. Help to further over-come the limitations of individualism and provide a basis for more cooperative enterprises within and between communities.

3. Help to commend to the public the validity and need for services when guided by sound standards.

4. Fourth, and most important, we believe that the codification of standards will help to bring to clients the quality and variety of services that they require and have a right to expect of a society committed to the principle of equality of opportunity for all its members.

Recent months have seen an increasing awareness of the importance of developing and maintaining high standards of administration and service on the part of social welfare agencies. It has become clear that with social welfare costs going well beyond ten billion dollars per year that the public, both as tax payers and voluntary contributors, are insisting upon the establishment and maintenance of standards. You will recall the dramatic investigations which were held in New York last Fall. This exposé of charity rackets resulted not only in state legislation requiring fiscal reporting, but in addition had an immediate and adverse effect upon fund raising by responsible nationally recognized organizations. This was followed (April 22-23) by a national conference on solicitations, sponsored by the Cleveland Chamber of Commerce in cooperation with the National Information Bureau. One of the unfortunate results of these developments is that, like so many other investigations, the emphasis was entirely placed on the most dramatic examples that could be found of bad and even vicious practices. Little attention was given to the fact that overwhelmingly private philanthropy is rendering necessary and valuable service, adhering to ethical and professional standards in both fund raising and service. It is evident that all of us, who are interested in meeting the needs of our blind citizens, must first make sure that our own house is in order and then lend our efforts to the establishment and maintenance of the highest possible standards, first by our own example and

secondly by extending a helping hand to our colleagues. The alternative to legally enforced standards is the adoption and maintenance of a code of ethics and standards which would make legal regulation superfluous.

Mr. Barnett, in asking me to take a primary responsibility in fulfilling the request of the AAWB, charged me with the responsibility of serving as coordinator of this study. I have underlined the word coordinator. This was a wise choice of terms since it makes it crystal clear that this is not a one man show. This is truly a project for all of us who are engaged in, or concerned with serving those of our fellow men who happen to be blind. Principles and standards for service can not be produced in an ivory tower, they should be based on the knowledge gained by experience in serving the blind, integrated with knowledge made available to us by a number of related professional disciplines and scientific efforts. That this is a project involving all of us was clearly recognized by Colonel Baker when he addressed this group last year. In his address he indicated that: "We have now reached a point where we feel that we could contemplate the preparation of a textbook or manual in which we would undertake to formalize many of the guiding principles and techniques that could be recommended to us as authentic and effective in the organization and application of a good service program for the blind." You will note that throughout his statement he used the pronoun "we" and it is clear that he was not using this in an editorial sense. As I interpret it, he was stating that we have reached a point in the provision of services for the blind where it becomes imperative for us to stop and critically review our work with the objective of identifying for ourselves those principles and standards that we have learned have validity and if adhered to will produce the most effective services for our clients. At that same meeting, Miss Townsend defined the terms "criteria and standards" and after using the dictionary definition at the outset of her talk, concluded with a most important elaboration in these words: "Standard is not only defined as a model, but as a long slender banner denoting leadership". It is evident from the minutes of your meeting and the minutes of your subcommittee that what we are seeking is an identification of standards and principles that will express not only our experience but also our personal and professional goals and ideals.

I would like to make one other comment on Miss Townsend's paper in which she refers rather sharply to our failings, particularly to the unevenness in the development of our programs. She states "that a lack of standardization of services as well as an equal lack of unanimity of thinking has fostered many sporadic programs . . . Some have grown fine in structure and usefulness, and some, too many, languish under the dust and cobwebs of the last century". In this statement she has identified a problem which is a hazard for every man-made institution. Social institutions are established to meet a special need and are designed to express the social conscience and ethical values of a community. However, as Miss Townsend suggests, faltering hands may drop the long slender banner denoting leadership. To retain and advance the banner of service requires energetic and far-sighted leadership.

Standards for any human service or human product are subject to change. In this country we have, during the first half of this century, witnessed a revolution in our social institution that to some extent has been a corollary to the technological changes that have occurred during this same period. On the one hand as our engineers have devised increasingly effective tools for measurement which have resulted in our having increasingly effective machines, so have the advances in our understanding of men and human relations resulted in our making continued progress towards such philosophical ideals identified in our religious literature as the brotherhood of man, and in our political philosophy as the right of all men to life, liberty and an opportunity for happiness.

The establishment of standards will not result in uniformity or sterile stability but rather agreement on principles and standards will establish a base for communication and understanding among those serving or interested in meeting the needs of blind people. Our goal is to build a foundation, not a monument. It is important to emphasize that a statement of criteria and standards of services for the blind will not provide a blueprint that can be slavishly followed. Just as every individual that we serve is different,

so is every community different. Just as every individual requires services specifically designed to meet his needs, so every community must follow a pattern that is appropriate for its needs. Standards reflect the ethical and cultural milieu in which they are prepared and the knowledge available to those responsible for their preparation. Thus we may expect that standards will be advanced as rapidly as the knowledge available to us and the culture of which we are a part will permit.

Standards have their roots in current practice, however, they should be arrived at by a process of selection and agreement on the part of practitioners whose findings rest upon the solid foundation of practical experience, but who, being motivated by the ideals of service, are capable of looking ahead to increasingly effective ways of rendering that service.

Not only must we have the help of all those in the field, but we must look outside in order to make use of the contributions of pertinent knowledge that our colleagues in the social sciences are making. One of the serious hazards in this era of specialization is professional and intellectual incest. Most of us are so busy in providing necessary service that we rarely find time to do more than skim the professional literature that comes our way. What comes our way is usually limited to literature directly concerned with our work. Often we are unaware of even major contributions that our colleagues working in related fields are making. Some of these contributions with but minor modifications can and should be applied to our own work. Whenever appropriate we should secure the advice and counsel of experts in such fields as sociology, anthropology, psychiatry, psychology, economics, genetics, etc.

At this point I would share with you in abbreviated form my views on the method that we can use to arrive at standards.

Among the various methods available to us in our efforts to arrive at standards are the following:

1. Research.
2. The use of measurements derived from statistical data.
3. The description of good practice situations which are considered by experts in the field to represent good standards.
4. The review of community and agency studies conducted by experts.
5. The use of the committee process which arrives at a consensus of opinion among recognized experts in the field.

I would suggest that we utilize all of these processes and sources of information. However, since little is currently available under the first four sources listed above we shall have to put primary reliance on the consensus process. Specifically this would involve the following methodology:

Method:

1. Appointment of a National Advisory Committee with appropriate sub-committees.
2. Identification of areas of service for which standards are required.
3. Compilation of background data by professional staff.
   a. Review of literature.
   b. Review of surveys, statistics and research.
   c. Consultation with related professional organizations.
4. Submission of material to functional sub-committee.
5. Consideration of recommendations of the sub-committee by the National Advisory Committee.
6. Preparation of a report and recommendations for distribution to interested agencies.
7. Workshop open to all interested parties. Workshop will consider standards recommended by the Advisory Committee.
8. Revision of standards based on workshop findings.
9. Issuance of standards to agencies and the public.
10. Continuous evaluation of the standards with periodic revision.

What we produce will not satisfy the scholar because it will not be based on extensive scientific research, nor will it satisfy the efficient busy executive who wants the answers as of right now or tomorrow at the latest. For what we propose to do is to follow a middle-of-the-road policy. We shall take the time to painstakingly gather together and apply to our specialized field the fruits of science com-

bined with the knowledge that has been gained and tested by experience. If we do our job reasonably well, we shall produce a frame of reference that will be useful and helpful to all of our colleagues and friends who are committed to the never-ending task of improving and developing their skills and techniques so as to more effectively serve the interests of their clientele. For some the standards that we arrive at will be a base or foundation on which their present program will fit snugly and comfortably. These agencies will forge ahead, setting the pace by refining the standards that we have identified and arriving at new standards for the rest of us to emulate. For another group of agencies the standards that we establish will appear not as a foundation but as goals, realistic goals to be achieved in the immediate or foreseeable future. To a few agencies these standards will be meaningless or fanciful. These agencies should be helped to discontinue those functions that they cannot carry effectively so that they may find constructive channels to express their praiseworthy humanitarian desire to be of service to their fellow men.

The experts, with some justification, have differentiated standards as ethical standards, logical standards and strategic standards. It is my hope and belief that we can, with your active cooperation, combine the idealism and moral values that motivate us with the knowledge and experience available to us in such a manner as to arrive at practical and attainable standards. I am confident that we can achieve our goal if we keep in mind that the purpose of codifying and disseminating standards is to provide increasingly effective services for those of our fellow men whom it is our privilege to serve.

WHAT RESPONSIBILITY SHOULD THE NATIONAL AGENCY ASSUME IN THE ESTABLISHMENT OF CRITERIA AND STANDARDS?

National Agencies' Point Of View—Over-All Programs For The Blind

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As I understand the direction and theme of this panel presentation in the minds of those who conceived it, it is hopefully one of pointing up the specific ways that national agencies are or can be of assistance in the development of total service programs at the local level. At first, it seemed to me that my task was one of impartially and unselfishly reporting the role of all national agencies whose programs have a bearing upon blindness. Aside from the more or less self-evident influences of national agencies in the general fields of health, welfare, education and rehabilitation, however, I am conscious of the fact that I know only the role of the American Foundation for the Blind with any degree of real confidence. Again, to confine my remarks to the Foundation will prove to be somewhat repetitious of other reports already quite familiar to this group of more than usually well-informed individuals. My contribution to this panel, then, will be relatively brief as a result of ignorance on the one hand and fear of monotony on the other. First, let us assume that those concerned with local service programs are generally in agreement about the scope and meaning of the phrase "over-all agency for the blind". Let us say we are discussing the kind of community program which in part provides, of its own authority and privilege, certain services and in part acts as a coordinating channel for the local blind person to find the services of other social agencies whose programs hold something necessary to his total problem. I think it is obvious that such an over-all program must avail itself of all pertinent aid from national sources just the same as it avails itself of all local cooperative aid on behalf of the client, patient, student or rehabilitant. From the general field there are quite a number of highly qualified consulting bodies that operate on a national level, and represented in this room today there are agencies within the field of work for the blind who have specialized knowledge of value to them. For example, advice and guidance as

* Visually Handicapped.

well as tangible assistance in the providing of library service, workshop and home industry programs and the like.

I also feel that I must comment upon my own confusion as to why we are presenting a panel, the content of which seems of more interest to a meeting of local agency executives then it does to a meeting of national agency executives. Aside from an understanding among us of our respective roles, I doubt that many of you have any immediate need to ask the American Foundation for the Blind for any of the services which are designed to help in community planning. Nevertheless, after eliminating those things which I do not think you are especially concerned about and those things which you already have heard or will hear in other reports from and about the Foundation, I have chosen to make my contribution this morning on the basis of highlights which have not been otherwise reported and which show the role of the Foundation in the local over-all agency program.

NOTE: Mr. Barnett as Executive Director of of the American Foundation for the Blind then summarized the policies of the Foundation with regard to the manner in which consultation is rendered to local agencies, in which surveys are often initiated and conducted, and used examples to show the philosophies which are adhered to by the Foundation in maintaining confidentiality of records, avoidance of conflict among local vested interests, and involvement in personal or emotional situations which might exist in any one community. He also pointed out that the Foundation is not virtually in everything it does a "standard-setting" organization, not one of establishing standards of its own knowledge but rather based on the continual collection of information from the local agencies themselves which leads to a recognition of desirable standards.

Mr. Barnett also specifically mentioned the plan of the Foundation to undertake a controlled research project to assist local agencies, hospitals, and the professions of ophthalmology and optometry with precise knowledge about visual aids to assist in the rehabilitation of individuals with exceedingly low vision. The project is in its formative stage and predicted to begin January 1, 1955, possibly with financial assistance from the National Institute on Neurological Diseases and Blindness, United States Public Health Service. Mr. Barnett also referred again to the planned study of principles and standards just started by the Foundation at the request of the AAWB, and indicated that a by-product of it might be the establishment of a procedure for national reporting of local service statistics. He argued that eventual agreement upon standards would best result from the use of common terminology and uniform reporting procedures by all sound professional agencies, and expressed the hope that the American Foundation for the Blind might be acceptable to the field for the purpose of the routine collection of such data. Further reports on this plan were to be made at later dates.

WHAT RESPONSIBILITY SHOULD THE NATIONAL AGENCY ASSUME IN THE ESTABLISHMENT OF CRITERIA AND STANDARDS?

Industrial Programs

C. C. KLEBER, General Manager
National Industries for the Blind, New York, New York

The concern of the National agency which I represent is the development and marketing of products made in workshops for the blind for government and civilian use.

N.I.B. is made up of 57 member workshops representing large, medium and small industrial operations. Some are excellent; some are fair; and some leave much to be desired. It is our responsibility through the medium of research, study and consultation, to endeavor to help bring the total membership to as acceptable a level in terms of modern business and manufacturing methods and procedures as it is feasible to do.

Let us first establish the fact that the purpose of a workshop for the blind is to offer to those blind individuals wishing for and capable of gainful employment an oppor-

tunity through training and work experience to become partially or wholly self-supporting citizens.

If we study the consecutive elements of a sound rehabilitation program, set down in chronological order, we will find industrial employment and services pertaining to it well down the list. This is as it should be. Placement of the blind in a workshop, industrial homework or industry, is the end result of rehabilitation rather than the beginning. It is here that N.I.B. stands in terms of service, as a liasson between the blind thus employed and competitive industry.

The disciplines imposed by competitive industry are demanding, and if a workshop is to function effectively N.I.B. must assume that those asking for service are operating at an acceptable level of business practices. It is equally important that the workers have been thoroughly equipped and trained to participate in the production of saleable merchandise.

N.I.B. cannot, nor does it wish to, take part in the processes of rehabilitation which prepare the individual blind person for productive employment. It must lean heavily upon the agencies for these necessary supporting services, and there is cause for concern in the serious gaps which exist and the number of shops in which the blind have received little or nothing in rehabilitation, and are unable through no fault of their own to produce at a rate or standard imposed by normal industrial demands.

The blind have demonstrated their competence over and over, but times and conditions change in the world at large and it would appear unfortunately, that industrial programs for the blind have remained singularly unaware of the necessary adjustments to be made. In the overall field of rehabilitation, we have come to know and use the recognized medical, professional, social, education and vocational resources available. It is strange, however, that in the production and distribution of goods, one of the most exact sciences of modern times, a great deal of guess work continues to prevail.

If N.I.B. is to assume the responsibility of offering workshops suitable products to be made and suitable markets through which they may be disposed of, insuring at all times fair wages to the blind thus employed, it stands to reason that clear cut criteria and standards in this field of endeavor must be established and adhered by all services involved, be it at the national, state or local level.

The question is how may such criteria and standards be arrived at, and perhaps more important, how may they be acceptably offered. Certainly in the latter case, we should avoid a sense of imposition or dictation. However, in the interpretation of competitive industry, which is the concern of N.I.B., established methods and procedures, we must again point out are rigid and exacting. They cannot be by-passed. Unsaleable products unsold might become such a financial drain that a total program may be forced to concede failure, thus depriving the blind man of his right and need for useful employment.

Specifically then, upon what does N.I.B. base its determination of standardization of operation in the give and take policy which must exist between itself and member agencies? It must diligently look for and insist upon the following facts:—

1. That a realistic need for sheltered employment for the blind in the community has been proved.
2. That a bona fide set up of workshop space and equipment exists commensurate with numbers of workers to be served and products to be made.
3. That competent and adequate staff be provided in all phases of workshop operation.
4. Proper medical service available assuring the physical fitness of the workers.
5. Social Services, indicating that the worker's placement in the shop is in accordance with his own wishes and is a part of a constructive plan for gainful occupation.
6. That additional opportunities of evaluation, adjustment, counseling have been made available to him either within the agency or the community whereby he might develop himself and perfect his skills.
7. Assurance that the worker has been offered various types of work affording him a choice of the one most satisfactory and rewarding to him.
8. Assurance that the workshop instruction

and training has been sufficiently complete to qualify the worker as an experienced operator at its completion.

9. Assurance that workshop procedures and methods have developed and understanding and acceptance upon the part of the worker of the demands and disciplines of competitive business of which he has become a part.

In summation, rehabilitation begins and ends with the individual blind man and his well being. Responsible for exploring and developing industrial opportunities, N.I.B. must urge that he be prepared and ready to accept such opportunity to the utmost when they are made available. Agency and shop management must be held responsible for the intangible services and support together with an intelligent acceptance and understanding of present day business methods and procedures. Without the coordination of these basic elements, rewarding industrial employment for the blind cannot be achieved.

WHAT RESPONSIBILITY SHOULD THE NATIONAL AGENCY ASSUME IN THE ESTABLISHMENT OF CRITERIA AND STANDARDS?

Printing and Services to the Schools

MARJORIE S. HOOPER, Braille and Large Type Editor

American Printing House for the Blind,
Louisville, Kentucky

In attempting to present a discussion of responsibilities in the establishment of criteria and standards from the point of view of printing and services to the schools, I should like first to point out that I have been given two separate subjects. As a general printer and publisher, Printing House policies and practices can fairly be compared with those of other printers and publishers for the blind. As the sole service agency of the schools and classes for the blind, however, the Printing House is in a unique position, and the services we render and the educational materials we supply are determined entirely by the schools and classes themselves and the amount of funds available for the purpose. In explanation of this fact, I need only to point out that, while our Executive Committee of the Board is by law composed of seven citizens of Louisville, Kentucky, the membership of the full Board of Trustees also includes the superintendent of each school and class for the blind which is registered with us under the Federal Act "To Promote the Education of the Blind." As of July 1st, the ex-officio Trustees of the Printing House have increased to 99 in number, representing 52 residential schools, 44 public school classes, 2 adult training institutions, and 1 primary training school for the blind.

For those of you who are not familiar with how the Federal appropriation is administered, I should like to give a word of explanation. The original Act of 1879 "To Promote the Education of the Blind" was passed by Congress in response to a memorial from the educators of the blind assembled in convention of the American Association of Instructors of the Blind. As originally passed, the Act established in the Department of the Treasury a $250,000 trust fund, the income from which at 4 per cent would provide an annual appropriation of $10,000. In 1906, the trust fund was rescinded and in its place Congress authorized an annual grant of $10,000 in perpetuity. As the number of schools and classes and our blind school populations increased, this amount of money became insufficient for their needs. In 1919, therefore, Congress amended the basic Act to permit an additional annual appropriation of $40,000. From time to time, this annual authorization has been increased (to $65,000 in 1927, $115,000 in 1937, and $250,000 in 1952), so that the present total authorization can amount to as much as $260,000 including the permanent grant. Up to the present time, the total appropriation granted by Congress for any fiscal year has been only $185,000. I am happy to report, however, that the present appropriation bill before Congress for the current 1954-1955 fiscal year, includes a re-

quest for $205,000. In passing, may I also state that the administration of the Act was transferred from the Treasury Department to the Federal Security Agency in 1939 by the Presidential Reorganization Act, and is now under the direction of the Department of Health, Education and Welfare as the successor to the Agency when it was given Cabinet status.

The actual procedures for administering these funds are as follows: On the first Monday in January of each year, the Printing House takes a registry of all the blind students under instruction in the "public educational institutions for the blind" in the United States and its territories. The total number of children so registered divided into the total appropriation determines the per capita allotments which are put on the books of the Printing House each July 1st in the form of credits to the registering schools and classes. In this connection, a "blind student" is defined as one whose vision comes within the accepted definition of blindness, e.g., "Central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field so contracted that the widest diameter of such fields subtends an angular distance no greater than 20 degrees." Originally, the "public educational institutions for the blind" were all residential schools, since they were then the only such institutions in existence. As the concept of the education of the blind broadened to include the rehabilitation of adults and the education of blind children in classes for the blind in regular public schools, through rulings of the Department, the interpretation of what is a "public educational institution for the blind" was also broadened—in 1907 to include adult training centers and in 1912 formally organized classes for the blind in public school classes for the seeing. At the present time, discussions are under way with the Department of Health, Education and Welfare and members of Congress with a view to amending the basic law in order to provide the services of the Printing House through the Federal Act to blind children now attending schools for the seeing that do not have special classes for the blind.

Once the quota allotments have been established and placed on our books on July 1st of each year in the form of credits to the registering schools and classes, it then becomes the sole responsibility of the schools to determine how their individual credits are expended for the purchase of books and appliances which are "manufactured at" the American Printing House for the Blind. The actual money itself is paid over to the Printing House in two equal semi-annual installments, and must be used solely for the payment of the labor and materials, plus a reasonable amount of overhead, necessary in the production of the materials ordered by the schools. None of the money is used for the purchase of equipment, nor by law can any of it be expended in the erection or leasing of buildings. This means, therefore, that the services provided through the Federal Act are actually subsidized by other resources of the Printing House in so far as the provision of plant and equipment is concerned.

With regard to the requirement that all materials supplied through the Federal Act must be "manufactured at" the Printing House, I should like to point out that this was the original basic concept of the purpose of the law, i.e., the provision of a central source of supply, which would have a permanent and continuing source of funds, for the manufacture of those materials which would not be available from commercial sources because of their specialized nature, e.g., Braille books, Talking Books, Braille music, Braille slates, etc., etc. It was not the original intent of the law, nor is it now, to make the Printing House a sort of procurement agency for the individual schools through the use of Federal funds. Rather, it is the purpose of the grant to provide an adequate and permanent source for the specialized materials needed in the education of the blind which must be specially manufactured for their use.

And now, just what are the responsibilities of the Printing House in administering the Act, aside from following its exact legal provisions? As we conceive them, they may be summarized briefly as follows:

1. There must first be a harmonious and cooperative relationship between the ex-officio Trustees and the local Board members who act as an Executive Committee. Without a maximum of understanding between the representatives of the schools and the seven local citizens of Louisville, all of them men of considerable business and financial standing in the community, there could be no growth

in the activities of the institution to meet the constantly growing demands made upon it by the increasing needs of the schools. Such growth is always necessary, but it must be achieved in accordance with sound business methods and principles. By and large, it is the responsibility of the Executive Committee to establish and direct the financial affairs of the institution, such as establishing proper fund-raising procedures as well as making provision for the proper handling of all the financial affairs of the institution and for the necessary expansion in plant and equipment. On the other hand, it is the responsibility of the ex-officio. Trustees to determine policy as to the types of materials to be supplied by the Printing House and to exercise leadership in the development of new services as well as the expansion of older ones. This is achieved through the work of professional committees of ex-officio Board members, such as the Publications Committee and the Committee on Educational Research, and through attendance by the superintendents at the Annual Meetings, at their own expense, in order to take an active voice in the overall direction of the Printing House. In addition, it is also the responsibility of the superintendents to interpret to their teachers the services the Printing House has to offer, and in turn present and interpret to the Printing House staff their suggestions and recommendations for improvement and expansion of services which the Printing House can provide.

2. It is the responsibility of the Superintendent of the Printing House to administer the day-to-day affairs of the institution, and to surround himself with a professional staff, all of whom are knowledgeable in their individual fields and enthusiastic about and capable of developing their particular departments to the highest degree of efficiency possible, and at the same time cooperative with each other and with their counterparts in the field generally. [In addition, it is the responsibility of the Superintendent, with the help of the staff, to exercise leadership in the development of new services to the schools, as well as the improvement of older ones, and also improvement in methods of production which will make possible the manufacture of more and better materials at lower costs.]

3. Finally, it is the duty of the Printing House staff—the Superintendent, professional staff members and employees alike—to see that we produce the most amount of books and appliances, manufactured according to the highest possible standards of materials and workmanship, to meet the needs of the largest number of the schools, at the most economical prices, and to deliver them when needed. This is not a goal which is always achieved, because we are all humans, and it can require drastic changes in pace at times, but it should still remain the ideal objective.

And now let us turn to the responsibilities of the general printer and publisher. This is the part of the work of the Printing House which most closely parallels that of the other publishers for the blind. For the record, may I say that, while the service to the schools is the only duty for which the Printing House is made directly responsible by law, the other phases of our production actually constitute more than four-fifths of our total output. Inasmuch as I have had no opportunity to discuss the questions involved with representatives of other presses, I shall again have to base my remarks on the concepts of my own institution, although I feel sure that direct parallels can be drawn to those of the other printing houses.

Aside from its services to the schools, the work of the Printing House can be divided into two categories, i.e., contract publishing for other agencies or individuals interested in providing literature and materials to blind individuals at cost or less, and the Printing House's only direct service program to blind people—the publication of the Braille and Talking Book editions of *The Reader's Digest.*

In order to finance the publication of *The Digest,* we make our only direct appeal for funds to the general public. As all of you probably know, any blind person desiring the Braille edition may receive it free of charge simply by applying. However, anyone wishing to see that a particular individual receives copies as a personal gift may do so by donating $15.50 to cover the cost of a year's issues, while anyone donating as much as $30.00 to The Reader's Digest Fund for the Blind may designate the first recipient of twelve issues of the Talking Book edition, with the understanding that the records will be forwarded to such circulating library for the blind as we may designate within a period of two weeks after receipt. Please note that no

one can "buy" copies of either edition. The reason for this is simply the fact that, so long as the copies are received free by the recipients, we do not have to either pay the postage, which would amount to several thousand dollars each year, or to go to the expense of the labor entailed in simply affixing the stamps on each individual copy, which would amount to another several thousand dollars annually. At times, certain blind individuals have been affronted by this limitation on our part, preferring to buy their own subscriptions. We feel that in all fairness to the thousands of blind people who cannot afford the rather large publication costs of this magazine, the few—and they are very few—who want to exhibit their independence by paying outright should be able to assuage their feelings of outrage by making a donation to The Reader's Digest Fund for the Blind and designating themselves as recipients. Further, they will even get a signed, numbered receipt which they can use for purposes of income-tax reductions!

For the record, in addition to the pleasure and help the Braille and Talking Book editions of *The Digest* afford blind readers, the Printing House is particularly concerned with our costs and methods of fund-raising. All of our campaigns are conducted by mail; no benefits are held, and there is no use of canteens or other somewhat uncontrolled methods of getting donations from the public. We apply for, and have always received approval, from all known fund-raising policing agencies which might be concerned with our activities. Our literature always states the exact use to which the funds will be put, including a statement to the effect that, if the donor does not designate the manner in which his gift is to be used, we will then expend it for such purposes as we feel will be most beneficial, with the further proviso that, at no time, will copies of *The Digest* be refused to blind people in order that the donations can be used for other purposes. Further, as a responsibility to the contributing public, we make every effort to keep our fund-raising costs as low as possible, averaging about 22 per cent of the total amount of money raised each year. And may I say, as the director of our fund-raising program, that I can personally vouch that our bookkeeper makes us account down to the last paper clip and rubber band!

The responsibilities of a publishing house for the blind as a printer for other agencies consists of the usual ones of a commercial ink-print printer, with the inherent legal responsibilities entailed, plus other moral responsibilities which are much harder to define, and certainly often much more difficult to exercise. Legally, the responsibilities of any publishing house for the blind which is doing printing for other agencies are these:

1. By Federal law, they cannot use their plant and facilities for the illegal counterfeiting of currency, or the issuing of subversive literature.

2. By state laws, and it depends on the state in which they are located, they cannot *knowingly* print for other agencies any materials which would be libelous in nature. Inasmuch as most state laws with regard to libel are similar, we can assume that the situation in this respect is the same for all the presses.

The real crux of the problem is how to exercise moral responsibility. As I see it, there are three responsibilities: One to blind readers, one to the generous public which finances such projects, and a third one to blind individuals who are the victims of spurious agencies for the blind which set themselves up as centers of information and sources of supply, but which purchase materials at cost and supply them to the blind at a profit to themselves, although the products can be obtained more cheaply by direct contact with the agencies which produce them. Fortunately, there are not many such agencies, and their number will be fewer if blind people can be kept informed of the proper source of supply for such materials. Certainly, it is our responsibility not to permit agencies to purchase our products for resale at a price higher than we charge.

The question then arises as to just how much right a publishing house for the blind has to censor reading matter for the blind. There are, of course, postal laws on this point which could be invoked should material become too exotic and subversive in character, not to mention libelous, but by and large it becomes a matter of reasonably decent taste on the part of the publisher or sponsoring agency. To those who feel that there is too much religious literature published, one can only answer by saying that no one has the prerogative of questioning the right of duly consti-

tuted representatives of an individual church or sect to disseminate its own literature. Just how far proselyting should go, is quite another question. Obviously, there is no harm in circularizing adult blind readers by mail to see if they would like to receive a particular magazine, but no one should be forced to receive reading materials which he does not want. Again, it is the right of agencies for the blind, or organizations of blind people, to publish their own house organs, provided they do not indulge in villification, libel, or other subversive remarks therein. In this connection, while a printer usually writes into a contract that it will take no editorial responsibility for magazines printed for other agencies, state laws usually provide that should the printer knowingly print and issue from its plant libelous and other dubious material, it is responsible for its publication and can be sued therefor.

When it comes to the problem of whether a printing establishment can refuse to publish materials for an agency which is of a dubious character, although the materials to be published may be of good repute, the publishing house is skating on exceedingly thin ice. Unless the printing establishment knows, and is in a position to prove, that the publication of a magazine or other literature is a cover for and a sop to the public for other unethical activities of an agency, such as undue percentages of costs of fund-raising, bad management, etc., etc., said publishing house should choose carefully its reasons for refusal to take on the work, or it can be subject to suit for libel by the agency. To me, one possibility for a solution to this problem would be to make it a general policy that agencies desiring to have printing undertaken by publishing houses which have been approved should also have their programs examined by the Ethics Committee of the AAWB and be awarded the Seal of Good Practice, or be given a reasonable period of time in which to bring their houses in order so that they might receive the award. Such a policy, of course, could not be applied to new groups and agencies, and they should be given the help and understanding of a long-time approved publisher in setting up their programs, so that they, too, might conform with the general views of good practice from the start.

In conclusion, there is one more important responsibility which I should like to bring to your attention. It seems to me utterly inexcusable to send magazines issue after issue, year after year, to recipients who do not want them and who simply throw them in the bonfire and use the expensive envelopes they come in for garbage bags. It is my firm belief that the publisher of every periodical should be required at least once every two years, and preferably once a year, to check with his readers and require that they let him know if they wish the magazine continued. If this were a general policy throughout the industry, all blind readers would soon know it and be on the alert for the communications. By following such a practice, mailing lists would not be padded with the names of "unreading" readers, the public would not be milked to supply a service which is not wanted, and the readers themselves would not be bothered by the influx of material for which he has no use and cannot defend himself against its arrival.

WHAT RESPONSIBILITY SHOULD THE NATIONAL AGENCY ASSUME IN THE ESTABLISHMENT OF CRITERIA AND STANDARDS?

Prevention of Blindness

FRANKLIN M. FOOTE, M.D., Executive Director
National Society for the Prevention of Blindness, New York, N. Y.

No one likes to be told what to do. But there are times when we all feel the need for help and even advice. Since its inception it has been the policy of the National Society not to provide assistance and guidance except when asked. On the other hand, in many subtle and somewhat indirect ways it is possible for a national agency to influence the programs of state and local groups. If the national agency has a qualified, professional

field staff which travels around the country observing various programs, it is natural that these staff members will be invited to comment on programs and to offer suggestions.

The National Society for the Prevention of Blindness has felt under obligation by virtue of its responsibility of leadership to provide teaching institutes, workshops and meetings for the exchange of ideas and in-service training of workers. The National Society maintains a statistical division for studies of causes of blindness among various age groups, as a basis for planning for prevention; the services of the same division are available for program analysis and for other studies. Social research and surveys, which are conducted periodically, provide further stimulus to improve the programs of state and local agencies.

It is important that results of observations made by staff consultants, surveys of activities and of problems, and reports of new worthwhile projects by local agencies be communicated to all interested persons. An important part of a national agency's job is to supply effective media of communication beyond that of word of mouth. This the National Society does through two regular publications in addition to bulletins and pamphlets —the quarterly *Sight-Saving Review*, for articles of lasting value, and the quarterly *Prevention of Blindness News* for briefer items of more immediate or ephemeral interest. In both these periodicals it is our policy to publish reports of interesting activities which the National Society does not necessarily endorse; however, because of space limitations we exercise editorial judgment in the selection of articles or items for publication and do not knowingly print reports of activities or of agencies that we believe to be obviously unwise, unethical or contrary to the public good.

About five years ago some state and local prevention of blindness groups expressed interest in becoming affiliated with the National Society, and we therefore investigated the experiences of other voluntary agencies with regard to affiliation. Guided by these studies and the practical advice obtained, our board of directors in 1950 adopted the following criteria for such affiliation:

The organization must—

1. Have a democratically constituted organization with a governing body representative of appropriate professional and lay community interests.
2. Serve a geographic area of interest that does not conflict with that of another affiliate or chapter of the National Society.
3. Have a constructive program of activities for the prevention of blindness and conservation of sight, such as meets with the approval of the National Society for the Prevention of Blindness.
4. If there is a paid staff, qualifications of such staff shall meet the approval of the National Society's Program Committee or related committee charged with responsibilities for personnel qualifications.
5. Submit an annual report of activities and an audited financial statement yearly to the National Society for the Prevention of Blindness.

You will note at once that these standards are intentionally broad and flexible. We believed that the kinds of programs being conducted to meet local needs and the qualifications of professional staffs employed were so varied that it would be virtually impossible to make more rigid requirements. The National Society for many years has had an active, capable program committee, and this committee was given the responsibility for screening the voluntary agencies applying for affiliation. In every instance, such agencies have had field visits by the National Society's professional staff. However, the idea of affiliation has not been actively promoted and in some instances the idea on the part of some agencies has been discouraged. The net result has been that three agencies now are affiliated with the National Society. In addition the National Society has been actively promoting the formation of voluntary state-wide committees in certain states, and nine of these committees now are an integral part of the National Society.

With regard to fund raising, for many years we have subscribed to the standards of the National Information Bureau and have referred all questions about agencies to that organization and to its time-tested criteria for approval. Recent events in the state of New York which resulted in legislative action con-

cerning aspects of fund-raising practices, and the accompanying squeals of anguish from some agencies apparently affected adversely by these new, relatively mild legal requirements, indicate their need. Two other straws in the wind showing the necessity for the highest possible fund-raising standards regardless of the worthwhileness of the end which one is seeking to promote are—

1. The growth of "united funds," probably indicating public dissatisfaction not merely with the multiplicity of appeals, but also with shady practices which are suspected, if not yet exposed, and with the high-pressure nature of some drives.

2. The recent national conference on solicitations called by the Cleveland Chamber of Commerce, attended largely by Better Business Bureaus and by Chambers of Commerce.

Judging from reports, the Cleveland meeting placed emphasis not on the problem of gaining support for really important causes, but rather on how to cut down the number of solicitations, after citing some rather far-fetched examples of bad practices of a few national organizations. The whole atmosphere of the Cleveland conference was reported as that of businessmen learning of some notoriously bad practices and even rackets on the part of certain agencies, becoming frustrated, not knowing how to solve the problem and shouting the classic denunciation, "a plague on both your houses."

Fortunately, occasionally such businessmen are farseeing enough to ask a national agency to study and report on a local agency's program before simply slashing its budget; in such cases the national agency would best show its sense of responsibility and constructive approach by giving an entirely honest evaluation. Sometimes such businessmen will permit a representative of a national agency a hearing before condemning its program—in such cases the national agency will come into the hearing with a far better opportunity to state its case if its skirts are entirely clean.

During the next few years undoubtedly we shall see increasing efforts to obtain legislative control of fund-raising and increasing efforts by business groups to reduce the number of solicitations of all sorts. In view of the wasteful and unethical practices that have been carried on in the name of "eye research," perhaps such legislation is long overdue. On the other hand, I believe that voluntary agencies deserve credit for most of the progress which has made America a world leader in the field of social welfare and public health.

Voluntary agencies often have been responsible for legislation setting up governmental welfare and health programs and for helping to secure adequate appropriations to carry on these programs. It is essential that in accounting for the business and fund-raising side of its activity, a voluntary agency not only abide by but even welcome the highest accepted standards. Only in this way can voluntary agencies continue their historic functions: to help test new activities, to demonstrate new kinds of programs and to supply the type of leadership that is needed to make future progress.

WHAT RESPONSIBILITY SHOULD THE NATIONAL AGENCY ASSUME IN THE ESTABLISHMENT OF CRITERIA AND STANDARDS?

Local Agencies' Point of View

MRS. CHAS. O. WEBER, Director
Travis Association for the Blind, Austin, Texas

Could Noah Webster have been a worker for a local agency for the blind? It could have been possible, you know. The use of his very remarkable book for this frame of reference brought to me so many words that answered the questions which posed themselves that it became necessary for me to divide my thinking or choose just five letters of our English alphabet. I chose the five letters. Oddly enough, I found too, that those whom I had asked for expressions on this same subject came up with some of the same references in their answers to me.

Plunge with me, if you will, into a scram-

bling of some of the twenty-six alphabetical characters. Let us refer to the letter "U" in Mr. Webster's dictionary.

In this section of his dictionary is found one of the most perfect of all words for our purpose. It can serve us so well and in so many ways that we could have written a lengthy book on this subject alone. The word is *understanding;* and one of its definitions is: "The power to render experience intelligible by bringing perceived particulars under appropriate concepts." Who could ask for a better explanation?

Understanding of all our local problems, our ideals, our own peculiar geographic locations, and our good and bad points must be recognized facts if we are to be able to cooperate fully and to have complete confidence shared between our local and national organizations. No longer are we willing to hitch our local wagons to a national star if that star is going to shine so dimly for us. Too often have we seen a flicker of shining hope and understanding arise, only to see it cast aside later as so much cheap alloy from a pot of gold. But, let us go on quickly; bitter dregs do not belong here!

Thumb through the pages with me for proof positive that Mr. Webster can supply us with a definition of a local agency for the blind: its structure, its need, and its worst enemy. For these, let us look under the letter "N."

Here we find a word, "Negus,"—defined as a mixture of a good wine, hot water, sugar, spice, and lemon juice." How true is this picture of us? And are you surprised at that most amazing word "Nepenthe": a magic potion supposed to make persons, (and, we might add organizations) forget their sorrows and misfortunes; a drug (or national organization) capable of removing all pain and care." With a national organization like this how could we fear that we would have a "Nidus,"—defined as "that living organism (or organization) where parasites find nourishment."

Now let us turn to the letter "I". Did you think that old Noah had really reached the end of his dictionary and started describing himself? Actually, this is not true, for further down the list we find, "Ideal," and then "Integrity," "Intelligence," "Impartial," "Improved," and "Inspirational."

"Ah," you say, "our dream must be here, it must be coming to life! A national organization which can supply us with all of the qualitative connotations implied by these words in their truest sense can have our dollars, our moral support, and our complete allegiance. We feel it can supply us with all of our needs. It can dictate our policies, our standards, and our future planning. We can and will become an integral part of these organizations. Our pride in their efforts will become so national in scope that it can possibly grow into one with universal meaning."

"Wait! Let us prick this bubble first!" Neither can we forget a most important and useful letter; nor can we leave out one so shy that few words begin with it. Each must have its say. Don't you remember the letters "T" and "Y". And the words "Tangible," "Thoughtful," "Timely," "Therapeutic," and "Trustworthy"; also "Yankee-know-how," if you must and finally, "YOU."

This organization isn't just our dream, our problem, and our ideal; it is yours also. Yours for the making, and yours for the taking! What do you, as a local agency, need? Does your thinking follow ours? Can the letters from this wonderful source book spell out for you the same word it has for us? Tell me, are we completely wrong? To us, they have spelled out in full, *unity*. Unity for all; not local; or state, or national, but a united front for any and all to see and use, both here and abroad. Be it research, effort, spending, or just plain thinking.

No, we are not in need of words; we are merely lacking in sources. Mr. Webster did not pull an answer out of his very knowledgeable hat for us. He left this task for us to pursue. It is our responsibility! Won't you share the task and build with those of us who believe this to be true? Please, can't we start now? Let us build our national organizations in their respective specialized fields so they may serve our particular needs of them.

If I may, I should like to give you an example of our most recent need fo assistance from an organization of this kind. We had a call from one of our deaf-blind clients for a basic source book on weaving. Her business location is now such that we can no longer lend sufficient help to her. You see, she is an out-of-state client; contact is now difficult.

We wrote every national organization publishing Braille in the United States. All gave

us the same answers: "not available,"—"source unknown." Braille editions were once available, since we have purchased them for our clients in the past. Can it be possible that only one person in the entire United States has need of a Braille edition of a book on basic weaving? This we refuse to accept as a fact.

Every year numerous new books and pamphlets are published for the benefit of sighted weavers. Why, then, must our blind weavers waste their valuable productive hours transscribing into Braille information about weaving that they need? Are we to believe that our blind weavers are of such low I.Q.'s that they have no need for the new, the up-to-date, information of their sighted competitors? Can this be the reason they are still in the rag-rug and Honeysuckle stage?

Weaving is now considered an art worthy of professional or career status. Must our blind weavers depend upon word of mouth or volunteer help while their sighted competitors have at their command all of the newer ideas, materials, and resources? Why is an efficient means of communicating all this information to the blind denied them? Is this our fault or the fault of our national organizations?

Could we not combine our thinking and ask for materials to be published by our Braille publishing houses? Let us share the costs, if we must, but let us have the proper information available at the proper time. Outdated and out-moded pieces of information keep our blind behind the times. We are thankful for that which we have, but there is so much more we need.

A hotel room in an Eastern city is the setting of our next "case-in-fact." An executive of a local agency sat with a group of fellow workers and cited this story:

His agency had been literally ruined and the blind production workers in his agency were without work because of the activities of a group of unscrupulous salesmen from another blind agency. These salesmen had moved into his city with inferior products similar to those of higher quality produced by his shop.

He stated that he had tried, without avail, to find help through national organizations to cope with his situation. Some of the national organizations were anxious to help, but lacked the actual power; the organizations and their efforts of control were ignored. Other national agencies replied that competition was good for all and that they felt they did not want to interfere.

Each person present agreed that good clean competition is good business, but we further agreed that we did not want to sit back and see ultimate ruin come to a legitimate agency, especially an agency doing a good job. The deal was too "raw."

These questions were presented by some of those present: Were we to be forced to do our own policing by cut-throat methods? Couldn't we support our own cause in such a manner so as to stand unitedly behind a national organization and in this way demand and receive legitmate help when it was needed? How infallible are we in our judgment of others? Would we, too, be guilty of moving in on an unrestricted territory; if for no other reason than that of personal glory?

"Personal Glory"—that never failing flesh pot—has done more to render us helpless in our own field of endeavor than almost any other factor we face. Let us eradicate "glory riders" from our midst. Let us put out our own "Book of Knowledge" in our own field. Let us have the kind of national organizations we need. A few reforms and strong support could bring about many worthy changes.

We do not want despotic or absolute control; we want organizations so strongly imbued in our work for the blind—regardless of race, creed, color, geographical area, city, state, or national aspect—that the poorest blind person in the lowest income bracket can receive help as quickly as the overpowering agency with the million dollar endowment. This is not "pink" or "red" thinking—this is a true universal way of life as it should be lived and experienced by all.

Let us remember for a moment a story told back during World War II days. Tommy J. developed a special device to speed up his own production. He was totally blind and uneducated; he was lacking in cash to get a patent for his invention. The agency head patented the device in his own name, he retired. Tommy received a 1¢ per hour raise in pay just before his former boss left. Was this fair play? Why should the lucky agency head retire on the fruits of the labor of the poor production worker?

Why can't we have our own research labo-

ratory with policies so well defined so that no single individual or agency can take away or profit by an idea or development by stealing or usurping it from the rightful owner? This may require money, but unified and demanded interest can make it a dream come true.

The federal government is now publicly recognizing the ideas and efforts of employees. Only last week a picture appeared in a daily paper in our city showing a federal employee receiving a check for a simple idea presented to the Department of Internal Revenue. The cash amount received was small, but the honor was great. No one shared it with the employee—it was hers alone. We need new ideas, new products, and new materials with which to work. Why not reward those who develop them? Is it too far fetched to expect our national organizations to help in the development of all of these and manufacturing plants? Industry and organized labor are ready and willing to help us develop our own resources.

We are particular users with particular and specialized needs, and we are great demanders. It is a well known fact that industrial equipment can be adapted so that the production of several different end products can be produced with it. Industry and labor could show us the way to simple answers for our manifold needs. They are ready; are we?

Here again we must request in unison—our voice must be strong and clear. Industry and organized labor do not want to hinder or interfere. They want to help the masses. These are but a few of the many problems and the help that we local agencies expect from national organizations.

Time and space do not permit us to wander on and on—this we could do, I assure you. I do, however, wish to personally thank Mr. Webster for the excellent help he has given me. His fine spirit of cooperation so stimulated me that my lagging spirit rose again. I sincerely hope I am able to keep it afloat. I wish also to thank all of you listeners for your time, your help, your advice, your interest, and your demands. Without these, my task would have been infinitely harder.

I am sure that I should not fail to mention a few of you by name who so very generously responded to my call for help. A special thanks to you, Peter Salmon, Eugene Morgret, Roberta Townsend, Byron Smith, Woodrow Sanderfer, Aubrey Tipps, Fred W. Ave-Lallemont, Kathern Gruber, and those political employees whom I am prohibited by law from mentioning by name. You were wonderful to share your valuable time and ideas with me. I cannot say how much I appreciate that which you shared so generously. Now, as we say down here in Texas, "Y'all come!" We will be expecting you.

WHAT RESPONSIBILITY SHOULD THE NATIONAL AGENCY ASSUME IN THE ESTABLISHMENT OF CRITERIA AND STANDARDS?

Local Agencies' Point of View

*** R. EARL BARRETT, Superintendent**

Pennsylvania Working Home for the Blind, Philadelphia, Penna.

In discussing the terms, "criteria" and "standards" with a number of people I have found some difference of opinion about the meaning of the words. As we move forward to discuss the subject fully, we find the difference of opinion increasing. When we reach the stage where we want to talk about setting up criteria and standards—what kind, by whom set, where applied—the difference of opinion turns into disorder.

This address is undertaken, then, in the knowledge of the risk that it may add to the confusion rather than shed some light on a complex, difficult matter to which we should devote our best efforts.

It seems fair enough to accept the definition of the terms set forth in Washington last year by M. Roberta Townsend, Director, Homework and Survey Department, National Industries for the Blind, New York. "Criteria", she said, "is the rule or test by which anything is tried in forming a correct judg-

* Visually Handicapped.

ment about it. Standard is that which is established by authority or common consent, as a model".

Thus, before standards can be set we must select the right criteria.

We must, in a word, decide to measure the thing in inches or pounds or gallons. If we use the right measure we can get an understanding of the problem. And when we fully understand a problem that faces us the right answer often suggests itself.

In 1892 the state of Illinois sent a commission to the Pennsylvania Working Home in Philadelphia. The commission studied the workshop carefully with the objective of building a similar workshop in Illinois. When their work was done they went back home with many notes and also with a blueprint of the shop space. At that time so little was known of the capabilities of the blind it was felt even the arrangement of the machinery had something to do with the success of the blind workers. Obviously, they were applying the wrong yardstick to the problem but it is not for us to laugh at their dilemma. Obviously, we too are applying the wrong yardstick to many of our problems in the search for a proper criterion. We may have been using a foot-rule when we need a two-quart dipper.

Services to the blind began with education and from the beginning criteria and standards were talked over fully. Many sharp arguments are still going on in that field. When the services broadened into other fields of need, as time passed and interest developed, it became clear that national agencies were needed to fill gaps which were beyond the strength of any local group. The experience of one local agency could then be passed on to the other local agencies. The interchange of ideas, of analysis and straight thinking was most important. As workshops spread across the country it became valuable to pass along facts about products which could be made by the blind. And in the progress made in employing more and more blind workers, it became apparent that other social services were necessary.

In filling these needs, national agencies played a dominant part. The American Foundation for the Blind acted as a clearing house and helped many agencies to form their programs. The growth and progress of the Foundation and the consequent advances made by local agencies have proved the need for a national organization. More than that, this progress proved the need for criteria and standards because in all the progress made it was the Foundation's probing, analyzing, measuring and constructive criticism which helped improve the standards of service to the blind.

With the growth of workshops for the blind —which was accompanied by a growth in the understanding of the importance of jobs as a service to the blind—it became apparent that a national agency was needed to help develop the production and sale of Blind-Made products. To administer the Wagner-O'Day act for the greatest benefits to the blind, the Foundation set up National Industries for the Blind in 1938. The expansion of workshops since then points up one important fact: NIB came into existence largely to apply a set of criteria and standards in the manufacture and distribution of the products of the blind. These were in the form of specifications and delivery schedules handed to NIB by the various branches of the Federal government. If a workshop could meet the standard of quality required, could produce in sufficient volume and meet delivery dates, then it participated in the program. This participation raised standards of quality and production all across the country. It made possible an expansion of services in the local workshop far beyond the scope of employment alone. In the case of NIB, the results of meeting the criteria and standards were immediate and concrete. In the case of other national groups the effects may have been less obvious and less dramatic but, in the long struggle of blind citizens towards a normal and eventful life, they are equally significant.

In the history of printing for the blind there is an object lesson for all who are interested in criteria and standards. You will recall that in the nineteenth century a large number of people applied themselves to the task of creating a satisfactory type. Most of them were sighted and among them there was almost unanimous agreement that a form of raised letters similar to the Roman alphabet was best for the blind. Many such types were invented at great cost in time and money and every form of type had its group

of adherents. The eventual success of Braille came about when the proper criteria and standard were applied—this time largely by the blind themselves. But it should not be forgotten that the creation of a national agency led the way to the establishment of Braille as a standard of printing. The American Printing House for the Blind was able to apply the right criteria and set up the right standard largely because its responsibilities were national in scope. The needs of blind children were studied along with the needs of blind adults. The demands and requirements of the blind in the East and South had equal weight with those in the North and the West. In those circumstances it was possible to seek the answer to the questions, "What kind of printing is best for the largest number of blind men, women and children? How can we produce it and get it to them?" These questions and their answers constitute the study of "Criteria and Standards" which led to the adoption of Braille as the standard for printing. It is difficult to believe that the great progress achieved in printing for the blind could have been possible if disagreement still existed among the adherents of the Moon type, Glasgow, New York Point, Fry, Gall, etc. etc. The national body was formed and criteria and standards established just in time to rescue local groups from a modern-day Tower of Babel.

In the field of prevention of blindness, the local organization for the blind got its greatest opportunity to serve the sighted community as a whole. Again, the story is repeated. The local agency met the obvious needs first. The less obvious needs, though just as vital in the conservation of sight, were largely neglected until the National Society was created and, with the help of the medical profession, set up criteria and standards of service. The results have been of great benefit to the blind, the partially sighted and the community as a whole.

In every case where the national body set up criteria and standards it conferred two great benefits at the local level. First, the direct services to the blind were greatly improved. Second, the local agencies became better agencies, stronger, more active and in a better postion to demonstrate to the community as a whole that they deserved full community support. When the American Printing House set up criteria and standards in printing, the Pennsylvania Working Home became a better local agency. When NIB was formed and presented us with high standards for Blind-Made products, we could do a better job of serving our local clients. When the Foundation and the National Society were formed and gave us standards to work towards we became a better local agency. We also gained in strength and could look forward to greater financial support from the entire community because we could present a stronger case for a place in community life. Just as there is no question about direct services to the blind individual being the responsibility of the local agency, so there should be no question about where the responsibility lies in establishing criteria and standards. It lies with the national body. The national agency exists to serve the local agencies. Criteria and standards, their establishment and application, are properly a part of the important services the national agency can provide.

As the executive director of a local agency, I would like to see the national agencies now begin the study of criteria and standards to be applied to the entire range of services rendered by us and by all other local groups. At the Pennsylvania Working Home we would like to be able to measure all our services against a national standard. We believe we are doing the best we can with what we've got. It would be a shock to us, but also a healthy stimulus, to learn that somebody else was doing more with less. I am sure we would soon learn what to do about it. It would be a help if we could measure all our services as accurately as we now measure our workshop operations against the standards set by NIB. It would lead to the same improvements that followed the adoption of standards set by the American Printing House, the Foundation and the National Society. National standards would give us the guidance and leadership we need to improve all our departments of service and become a better local agency.

Those standards should be flexible enough so that the state agency and the private agency could meet them on a realistic level. They should take into consideration the fact that some agencies are operating under inflexible conditions. The study should get under way vigorously in the confidence that

if the right criteria can be found and the right standards set up they will confer great benefits on all local groups. More important, they will broaden and improve the direct services to blind individuals everywhere—which is why we are meeting here, what we are talking about and what we work for every day of the year.

WHERE SHALL BLIND YOUTH BE EDUCATED?

V. R. CARTER, Superintendent
Oklahoma School for the Blind, Muskogee, Oklahoma

If you are following your program today, you will note that the speaker is scheduled to talk on the subject "Industrial Education in Schools for the Blind." However, shortly after submitting this title to our chairman, Mr. Allen, it was discovered that this topic has been discussed several times in recent years. Rather than run the risk of repetition, even though some new information may be exposed, I felt it best to change to some other timely subject.

There is a problem which I believe is of much more immediate importance than that upon which I am scheduled to talk, and, which I thinks needs further discussion now —from the viewpoint of a representative superintendent of a residential school. I say it needs *further* discussion because, for some organizations and individuals, it has been the topic of much recent discussion. This subject is the question as to where the juvenile blind should be educated, and which offers the child the better opportunities—the public school day classes or the residential schools.

It is not the purpose of this paper to go on the defensive for the residential schools for the blind since we are not on the defensive. If anything, I think we are just beginning to get on the offensive! At least, this might be assumed from a first reading of the statement of policy for the education of the blind, as read to the American Association of Instructors of the Blind in Convention at Batavia, New York, in June, 1954. It is not, furthermore, the purpose of this paper to criticize the public school day classes as such. We have no axe to grind. Nor do I intend to compare or contrast one type of training to the other. The purpose of this paper is to state how I, as a representative superintendent of a residential school, feel about certain types of criticism of our schools, and, to review realistically some of the facts with regard to the question, "Where Shall Blind Youth Be Educated?"

The superintendents of schools for the blind were recently taken to task by one of our own number, Paul Langan, of Kentucky, in a monthly newsletter which he edits entitled "The Residential School." I am inclined to agree with Mr. Langan wholeheartedly in his remarks which criticize our schools for not informing the public about our programs. We stand accused of letting the critics and antagonists of our fine schools get all the articles into print, thereby giving the general public a biased viewpoint which puts our residential schools in a rather bad light. We are told that if we do not "blow our own horn" people will think we have something to hide—when nothing could be further from the truth. It is high time that some of our best writers got something into print in some of the better National magazines. It is certainly time we all began to do our part in disseminating information to the public using every means at our disposal. We may be doing a first rate job training the juvenile blind, but public relations in many of our states including my own are third rate. If other writers picture our programs as being inadequate and outdated, the public is going to believe this if we do not publicly refute such untrue and baseless statements. Each of our schools needs a full-time public relations person such as the Western Pennsylvania School for Blind Children has. Superintendent Kloss of that school informs me that the addition of such a person to his staff has worked wonders for his school—completely reversing public opinion in the city of Pittsburgh.

Our residential schools have many critics. Some are highly organized while others act individually. Most are outside our ranks, but, a few are inside. And this is undoubtedly a

good thing as long as our critics act in an ethical manner and base their criticisms on findings which are true and accurate, and on scientifically gathered data. Let there be no misunderstanding here. Our schools do not pretend to have any patent on perfection. Research to find better ways of doing things is badly needed. We are constantly seeking to improve our methods, although some writers would lead you to believe that we are asleep at the switch. There is an old Hindu saying that there is nothing noble in being superior to some other man, but the true nobility is in being superior to your previous self. I think our schools subscribe to this philosophy. As a result, residential schools are radically improved over those operated twenty, ten, and even five years ago, and we shall continue to improve as fast as better ideas, achieved through sound research and experimentation, are brought out. Our past, present, and future improvements are brought about by an inner desire to do a job better as well as by good, honest, and constructive criticism by those in the profession.

Just to mention a few of the improvements made in our schools within the last ten or fifteen years, we have:

1. Made outstanding modifications in our social programs with (a) breakdown of the old boy-girl taboos; (b) Strengthening of our relationships with the general public with such things as cooperative highschool programs, Boy and Girl Scout programs, interscholastic wrestling, Church activities, and many others I'd like to go into detail about; (c) improvement of our instruction in the social graces since the pupils now see a direct need for such.

2. Inaugurated courses in travel training which will help our graduates immeasurably both socially and economically.

3. Built new ultra-modern and efficient school plants in such States as Ohio, New York State, and Tennessee, and have built new buildings in most other States.

If one does not wish to take my word for my statements on these improvements, that person is invited to come and see what we have to offer, and *then* form an opinion. Also, for good reading on the subject of the advantages of residential schools. I refer the uninformed to the article "I Would Choose The Residential School" which was printed in both "The Outlook" and "The Seer" magazines, and was written by Reverend Ralph T. Wolfgang, a man who has experienced residential school instruction as well as regular public school. Although his training occurred several years ago, Reverend Wolfgang gives a residential school (Overbrook) credit for the best in academic training, educational opportunities of broader scope (in such things as shop work, music, etc.), and significant contributions in socal amenities (a point where we are so often accused of weakness).

I mention these things, *not* because our schools are on the defensive, but because I am proud of our advancement, and cannot help but take this brief moment to "toot my own horn" as Paul Langan puts it.

Is it unusual, therefore, that our superintendents should so vigorously object to the type of criticism to which we are often subjected? I refer to that which is based upon prejudiced and biased opinion rather than upon fact. We object to being criticized for the way we operated twenty years ago so that it appears that we *still* operate that way! We object to so-called scientific studies involving the sending out of a questionnaire worded in such a manner as to present only the author's viewpoint favorably. We object to the publication of so-called "important findings" in our national professional magazines when these findings are really just incomplete samplings, although purported to cover the entire picture. We object to any speech or writing which is primarily designed to play upon the emotions in order to influence opinion unfairly. We believe that all of these things are unfair, and tend to confuse the public, mislead parents of blind children, and work to the detriment of the education of the blind. As a representative superintendent of a residential school, I hope I have made these things clear so that the heads of National organizations promoting the welfare of the blind will not be puzzled by the attitude of some of our more aggressive superintendents. We are just standing up for what we believe to be right and just.

I think two statements of William M. Cruickshank, made in the January, 1954, issue of "Exceptional Children" magazine particularly apply here. He said this: "Marked differences of opinion exist, frequently at an *emotional* level which slows progress or makes

progress impossible. The question of residential school and/or public day school is undecided in the minds of many professional people . . . these are issues which intellectually mature people should approach with logic and with the confidence that solutions can be reached. . . . It is up to us in education for exceptional children to put our own house in order immediately." I feel certain from this statement, and another I am to quote that Dr. Cruickshank takes as dim a view of unethical procedures such as have already been pointed out as do the superintendents of residential schools. He goes on to say: "Is it not . . . the responsibility of the profession to meet the peculiar needs of the child in whatsoever setting he may be found? . . . This type of intelligent, logical approach is going to solve the problems of the exceptional child quickly and on a high level. Within our profession we must divert attention from the petty and concentrate on the important. Let us forget our vested interests. Let us peel away emotion. Let us look at the essential problems of education and mutually agree on ways to meet these problems so that the exceptional child can be adequately prepared for his life adjustment wherever he may be found."

I think the statements just quoted very adequately cover the points I am trying to emphasize in this paper. If the visually handicapped child is to be benefited, we must call an end to all of this suspicion of motives, distrust, name calling, emotional appeal, and diatribe. We must truly get together and work together for the best interests of the blind. Whether or not you or I agree with the philosophy of educating the blind in day classes or residential schools is not the important thing. As the American Foundation for the Blind states at the conclusion of "The Pine Brook Report" published this year, "not for a long, long time—if ever—will any one of the three types of education listed eliminate the other two." The Foundation here refers to day-school classes with resource or special class teacher, day-school classes with itinerant teacher, and residential schools. By conflict, or by ignoring each other, we do not solve our basic problems. Therefore, the important thing is that we behave, as Dr. Cruickshank puts it, as intellectually mature people and logically approach our problems—without thought of selfish interests, petty differences, and emotionalism. As a superintendent of a residential school, I naturally feel that our schools can offer the blind child the most and the best opportunities. But, it is not befitting any person in our profession to indulge in rancorous argument, or in petty bickering, or in making odious comparisons—even if in the name of research, and so on down the line in this question of education of blind children in public school day classes or residential schools. We agree with the American Foundation for the Blind in their philosophy that the primary consideration is that the welfare of the individual blind child comes first—and not that of the agency, the class, or the institution. We have always believed this.

At the outset of this paper, I stated the twofold purpose I intended to cover today. I have covered my feeling as a representative superintendent of a residential school with regard to certain types of criticism of our schools, not thoroughly because time does not permit. I would like to take a few minutes now to review realistically some of the facts with regard to the question set out in this paper "Where Shall Blind Youth Be Educated." We superintendents were recently accused of being "unrealistic" in our approach to the problems of blind youngsters. That, of course, is a matter of personal opinion—and was hardly proved by the writer. However, let us be truly realistic about the problems of education in America today since these have a bearing on the education of the blind. For example, let us examine the condition of the public schools of our land, into whose laps many would dump the *entire* problem of education of the blind. Our public schools are in a vexing dilemma due to multiple problems which grow more severe with each passing year. Let me point out a few, as established by reliable authorities.

Nation's Business magazine for February, 1954, points out that there is a crisis looming for our public schools. "We must produce 425,000 more classrooms by 1960 to match soaring enrolments and replace obsolete school buildings. The National Education Association says that in 1954 alone we need 150,000 more teachers. These deficiencies are nationwide," this magazine states. Dr. William G. Carr, executive secretary of NEA, states

that there is a growing discontent of parents with children in public schools because their youngsters are crowded 40 and 50 to a classroom, far beyond the 25-30 maximum prescribed for effective teaching of children. But, with a shortage of classrooms *and* trained teachers, what can we expect? Furthermore, the problem becomes more acute each year as our national birth rate climbs. Two and one-half million babies were born in 1937, and this group is now finishing high school. But 3,000,000 babies were born in 1942; 3,800,000 in 1947; and 4 million in 1953. These figures, produced in 1954 by NEA, accurately point up the reason for the problem. NEA further claims that we have a 5 billion dollar deficit *now* in school building needs. Realistically, now, can the public schools absorb and give proper and equal education to *all* of the blind? We think not—regardless of the sincerity or desire of those who would advocate this.

According to another United Press report this year, NEA expects a need for 85,000 new elementary teachers, but only 35,000 will be available this fall. As a result, NEA states, "Many thousands of children are being denied a fair education opportunity." If the parents of a blind child are realistic, will they feel that the problem-ridden public school system can give—or even want to give their child the best educational opportunity—at least equal to that a residential school can give. Personally, I think it is an impossible handicap to place upon the primary teacher and the blind child to ask that the child be absorbed into a regular classroom. It is possible for the more gifted high school pupil to make good progress in the public high-school, but I believe that even he needs the background a residential school or special class can give him.

Let us add to over-crowding and teacher shortage the impact both socially and financially which the recent Supreme Court decision will make when our public school system must revise its structure to educate all children with the same facilities regardless of race, and the picture becomes even more confused.

It is true that the residential schools, due largely to RLF—or Retrolental Fibroplasia—cannot handle the entire load of blind youngsters these days in some states. We wish to see those blind children being educated in public school classes get the best possible opportunities, however. We are even anxious to be of assistance, wherever possible, if we have the wherewithal. As long as blind children come to us in ever increasing numbers for education, they will need to be cared for. As our present institutions become full to capacity, other facilities must be provided for these children—whether of institutional type or public school special classes. It seems pretty obvious, then, that there is absolutely no room for petty differences. Therefore, rather than to make comparisons of day classes and residential schools and rather than advocate the one over the other, should not we combine our thinking quickly to work out adequate solutions to the problems facing us? Should not we *all* work together in *every* instance involving the education of the blind? We are faced with many common problems, and among these, as Dr. Cruickshank puts it, we have the problem of "fostering *sound* research on many facets of our work, and of continuing to develop a *harmony* of ideas and respect within our ranks . . . (these) constitute the challenge which lies ahead today for thoughtful professional people."

This, indeed, is a worthy challenge to all professional people in work for the blind. I am sure I can speak for the superintendents and teachers of our residential schools when I say that we accept the challenge because we have always believed in it.

PLACEMENT PERSONNEL EVALUATE YOUNG BLIND GRADUATES

* CHARLES BUELL, Ed.D., Athletic Director
California School for the Blind, Berkeley, California

Educators can sometimes gain valuable information from people who are not schoolmen. With this thought in mind, a survey was made of the experience of placement personnel dealing with the blind. Personnel in charge of finding jobs for the blind in industry and commerce are in a good position to realistically evaluate the education of blind youth.

In the beginning one point should be made clear. Just how much importance will be attached to the current survey depends upon one's concept of the percentage of blind graduates seeking aid from placement agencies. As far as is known, there are no studies on the subject. Some people believe the percentage to be rather high while some educators claim that only their inferior students come to the attention of rehabilitation and placement officers. Graduates who obtain professional positions often are not seen by placement personnel. Also there are a number of girls who go into homemaking who do not seek the services of placement agencies On the other hand, placement agents in some states have a program of interviewing all pupils shortly before graduation. The writer's experience leads him to believe that at least 70 per cent of the graduates of schools and classes for the blind are seen by placement personnel. Even if the percentage is not this high, the present survey should be of value to educators.

This is not the first placement officers' evaluation of education. Several of these officers have expressed their personal opinions in papers read before conventions of workers and instructors of the blind. At least one survey has been made. In 1948 a committee of the American Association of Instructors of the Blind made a report on a questionnaire sent to seventy agencies. The present study confirms much of the data gathered in 1948 and attempts to throw light on some of the omissions of the earlier survey.

* Visually Handicapped.

How the Study Was Conducted

The survey was divided into two parts because some placement personnel came into contact with graduates of Braille classes, while others did not. Respondents in the first group were asked to list three strengths and three weaknesses of graduates of Braille classes and residential schools. These people were also asked where they attended school. To those who expressed no preference on the first questionnaire and to placement officers in localities where Braille classes do not exist, a request was sent to list three strong points and three weak points of young graduates seeking their services. Some of the replies did not include a list of strong points. The data gathered from 187 returns is believed to be fairly representative of the thought and experience of placement personnel in the United States.

Placement Officers Compare Students In Residential School and Day Classes

Today about 18 per cent of blind youth are being educated in day classes in public schools, while the rest attend residential schools. Since a definite controversy exists as to the best educational environment for the blind, it might be expected that prejudice influenced the answers of some of the respondents, particularly some of the visually handicapped.

Nearly two-thirds of those favoring the residential school were educated in this environment, while most of the support for the Braille classes comes from personnel who were not educated as blind individuals. From this it would appear that prejudice is most prevalent among residential school graduates. Sighted placements officers tend to spread their support rather than concentrate it at one point.

Neither the Braille class nor the residential school is favored by a majority of the placement officers replying to the first questionnaire. In fact, the adherents of each educational environment are nearly equal in num-

ber, while 26 per cent find no definite advantage for either program. About two-thirds of those favoring the residential school mentioned "Better adjustment to handicap" and "Better vocational training," while the same percentage of adherents of day classes said, "Better adjusted to live in a sighted world" and "More realistic as to vocational aims and life situations." It would seem that as a preparation for a useful life neither educational environment is definitely superior to the other.

Weaknesses of Young Blind Graduates as Seen by Placement Personnel

All young people enter the adult world of employment with some weaknesses, but visually handicapped graduates coming to placement agencies seem to have more than their share. Two weaknesses reported by half of the placement personnel are an unrealistic outlook on employment possibilities and a lack of social adjustment, making it difficult for the visually handicapped to compete for employment in a "seeing world." Most people, blind or sighted, earn their living in factory or commercial jobs, not the professions where less than 10 per cent are employed. Yet two-thirds of the visually handicapped pupils graduating from high school plan to enter white collar jobs. Obviously most of these young people fail to realize their ambitions and face bitter disappointment, often after several years of training. Much of this can be prevented. Teachers in schools and classes for the blind should realize that the majority of their pupils possess only average ability, and some are even below par. It's time to take a national census of the employed blind so that teachers and counselors could better understand the employment picture.

Much has been said of school activities which are meant to bring social maturity to blind children. From the placement officers' point of view these activities do not result in social maturity in adulthood. The problem of integration is a difficult one, but there is little excuse for the wide prevalence of bad manners and poor grooming among blind graduates.

Nearly half of the respondents cited the lack of suitable vocational training as a weakness of graduates of schools and classes for the blind. It is not only the emphasis on academic achievement, but the vocational training given to most visually handicapped boys and girls is not of much value in developing salable skills in adulthood. Most placement agents want schools to develop in their pupils good manual dexterity with simple tools and possibly a few machines commonly operated by the blind in industry. Pupils should have considerable experience with assembly work and some use of gauges for inspection. Somehow schools must provide work experience for their older boys and girls so that a realistic concept can be formed of employers' demands for quantity and quality of work. Only a few schools are making serious efforts along these lines.

Poor travel skill was mentioned by 42 per cent of the respondents. It is unfortunate that this weakness is so common. Apparently some of the travel courses offered in our schools are not realistic enough. If a person cannot travel to and from a job, he can hardly expect to be placed anywhere.

Poor attitude was a weakness listed on one-third of the returned questionnares. Two attitudes frequently referred to were "Dependent and expect special consideration" and "Feeling the world owes the blind a living." The latter attitude is attributed to the residential schools by many placement officers.

The most common weaknesses of visually handicapped graduates listed in order of prevalence are; (1) unrealistic vocational aims, (2) lack of social maturity and adjustment, (3) lack of suitable vocational training, (4) poor travel skill, (5) poor attitude, and (6) lack of work experience.

Strong Points of Young Blind Graduates as Seen by Placement Personnel

Placement personnel recognize the academic achievements of the blind but do not value them to the extent schoolmen do. The fact that most visually handicapped graduates have accepted their blindness is appreciated by placement agencies. They also like the willingness of most of these graduates to cooperate in a rehabilitation program. These three points were by far the most commonly mentioned, being cited by 60 per cent or more of the respondents listing strengths of blind graduates.

Conclusion

There are some weaknesses commonly found in graduates of schools and classes for the blind. These wide-spread weaknesses are of such a nature that the schools could eliminate much of the trouble by employing the pupil's time to better advantage. Placement personnel, people who must meet problems in a realistic manner, are fairly unanimous in some of their suggestions for improvement. Now it is time for schoolmen to evaluate their program for educating blind youth from a more realistic point of view.

PUBLICATION AND CIRCULATION OF BRAILLE BOOKS

NELSON COON, Librarian
Perkins Institution Library, Watertown, Massachusetts

At the outset I wish to say that, in spite of rumors to the contrary, I appear before you today as Mr. Coon and not as "Mr. Moon." My promotion of Moon Type is an episode closed, but for your information I can say that, thanks to actions taken by the group in 1953, and publicity given the appeal, that Moon is an active subject with Home Teachers and we hope many adult blind will be helped through its use.

Through the courtesy of Mr. Patterson I have been permitted to analyze all the figures for the Library of Congress relative to the use of Braille and I have seen, too, the results of a survey conducted by the Library relative to a number of possible adjustments in service of Braille. I shall not bore you with any details or figures but say simply that the Regional Librarians gave all their statistics and opinions and we know now that:

1. The use of Braille is not declining as much as 'twas rumored although in a few regions for unexplained reasons there is a drop.
2. Librarians as a group were agreed that blind people could best be served where they were personally known and therefore were opposed to any suggestion to centralize services, except for little used titles.
3. The high level of reader interest was shown by the fact that (varying according to locale), braille readers requested from 30% to 50% of their books be Non-fiction.

These are the bright aspects of the picture. Against that I would put the fact that, as a Librarian, I know that not all readers are entirely happy about what they get. Braille readers feel that there is a discrimination against braille by the Selection committees, in favor of putting the "good" titles in Talking Books.

Further I have been doing a little calculating recently and come up with some figures that make me wonder if the big circulations that we Librarians boast about aren't, after all, just "small potatoes"?

I've taken figures from our own agencies and library reports, and (subject to the necessity of round numbers) it does appear that only 3% of the blind are reading Braille.

Taking the LC figure of 47,000 total readers in the U.S.A. and a blind population of 360,000 (?) it means that 15% of the blind are reading something (Br., T.B. or Moon) but that of the 47,000 and estimated 10,000 are using braille. It should be helpful to compare the above figures with those for the sighted population but the fact is that a big share of sighted readers do not patronize the public libraries because of the ease of owning home libraries. The actual figure of the public use of libraries is an estimated 10% of the population as against the 15% in the case of the blind but we know that the blind must use the libraries if they are to read any books at all. The gist of the matter is that only a pitiably small percentage of the blind are doing much reading.

Our concern, then, with problems of better methods of producing braille, of book selection, and of problems of storage, etc., etc., is (in my opinion) looming too large and what all of us *should* be doing is to find out how we may reach with books *of some kind,* the nearly 300,000 blind people who are reading *nothing at all.* Are we, I ask, in great danger of being in such a position that we cannot "see the woods for the trees". When I became Librarian at Perkins I adopted a slogan of MORE BOOKS but I realize now that it should have been MORE READERS. What do *you* think?

RESEARCH AND DEVELOPMENT IN SOUND REPRODUCTION AND BRAILLE PRINTING

DONALD G. PATTERSON

Chief Division for the Blind, Washington, D. C.

The importance of and need for research and development in promotion of a program for a nationwide provision of books that are dependent for reading upon complex and delicate electronic devices or reproduction in raised characters for tactile reading by unusual printing techniques is so obvious as not to require elaboration. This situation has been recognized by the Library of Congress which for a number of years prior to 1952 had received technical advice, counsel and assistance from the Sound Section of the National Bureau of Standards. The fiscal authorities of the Government at the General Accounting Office have also indicated agreement through a ruling of the Comptroller-General to the effect that research and development in the techniques involved in the process of supplying books and the reproducers required to play them may be considered as essential and incidental to the provision of the reading materials.

Research and development departments in the American Foundation for the Blind and the American Printing House for the Blind, equipped and staffed to explore these areas of activity offered an opportunity to the Library to secure the information and guidance essential to an intelligent and progressive administration of the program.

John W. Breuel, Director of the Division of Technical Research and Development of the American Foundation for the Blind and Virgil E. Zickel, Plant Manager of the American Printing House for the Blind, are here to report on the research and development programs undertaken by their respective agencies in the areas of sound reproduction and Braille printing.

RESEARCH AND DEVELOPMENT IN SOUND REPRODUCTION

JOHN W. BREUEL, Assistant Director

Division of Technical Services, American Foundation for the Blind
New York, New York

It gives me pleasure to relate to you some of the details of the Talking Book Research Project in which the American Foundation for the Blind, Inc. is currently engaged, in cooperation with the U.S. Government, represented by the Library of Congress.

As most of us are aware, the present medium of supplying recorded material to the blind has two main disadvantages. They are: (1) the pick-up, with (a) its needle replacement problem and (b) the difficulty in handling such apparatus, particularly in older age groups and; (2) records, because of (a) weight and bulk in shipping and handling, (b) storage—a real problem to most librarians, (c) replacement—which is aggrevated by the needle problem, i.e., the use of a worn or damaged needle can so badly score new records as to render them useless.

This last difficulty is becoming more pronounced, due to the finer pitch at which we are now cutting masters. The government is faced with a repair program for the existing types of reproducers which annually runs to about 10% of the *total* yearly appropriation for books for the blind. It is a matter of record that a high percentage of this repair cost is brought about by defective pick-ups or needles, or both. The Assistant Chief of the Division for the Blind informs us that frequently, machines which are sent back for repair require only a change of needle, and that the cost to the government for this simple adjustment is $7.50.

The disadvantages herein related have prevailed since the very first Talking Books were issued and are becoming increasingly serious as the number of persons served grows. Consequently, those involved in supplying reading material to the blind are constantly in search of a possible new method of getting it to them in a simpler and less cumbersome form. The Foundation has striven, since the early days of the Talking Book program, to keep abreast of the new techniques in recording and to develop any ideas which showed promise—with a great deal of effort expended in the direction of simplifying and condensing.

In addition to the 7 points of the Library of Congress Research Program outlined by Mr. Patterson, I should like to say the following:

The first phase of our research program is devoted to fact finding. This includes the accumulation of technological and mechanical studies of prototypes of commercial or other types of American equipment relevant to this project, and of types acquired from research laboratories and foreign sources with respect to usage by blind persons, fidelity of reproduction, problems of maintenance, costs of producing players and records, storage, handling, and shipment.

The second phase is the development of the best qualities into a suitable prototype.

The third phase is the testing of the prototype.

Some of the projects undertaken thus far are:

1. The investigation of 16 rpm recording.

2. The investigation of the prototype 2-speed turntable for the simple changing of speeds for handling 33⅓ and 16⅔ rpm recordings.

3. The investigation of an apparatus for compressing speech in order to reduce the length of recorded speech.

4. The investigation of a method of recording speech on film, known as the Filmophon for the purpose of saving space, handling of recorded material, and wear.

5. The investigation of a disc-or-tape player called Tefifon.

6. The investigation of Talking Book machines presently in use, with regard to efficiency, simplicity of repair, cost, etc., and recommendations for modification of these machines, particularly the Model "B".

7. The investigation and evaluation of the British prototype Talking Book machine.

8. The investigation of a portable type Talking Book machine with spring driven turntable and battery-operated amplifier, for the use of the blind in rural areas with no access to electric power. This may be developed as a transistor or tube powered loudspeaker device.

Excerpts from the Third Quarterly Report to the Library of Congress:

In compliance with a request from the Office of the Chief of the Division for the Blind, emphasis during this quarter was placed upon working out design changes to the existing Model "B" Talking Book Reproducer within the general design framework of the current production run, and in developing a prototype Talking Book Reproducer.

Design changes to the Model "B" Talking Book Reproducer

Recommendations to modify the design of the Model "B" Talking Book Reproducer, keeping within the framework of the current production run design, were made in letters to the Assistant Chief of the Division for the Blind, dated February 26, 1954 and March 11, 1954. These recommendations concerned the following:

1. Redesign of the tone arm—to minimize record wear
2. Damping of tone arm pivot—primarily to reduce arm vibration
3. Counterweighting of the tone arm—to further reduce record wear
4. Acoustical Damping of speaker enclosure —to prevent acoustical resonance due to standing waves
5. Placement of amplifier parts—certain changes recommended principally as safety measures
6. Amplifier changes—to reduce overall distortion to a minimum

Excerpts from the Second Quarterly Report to the Library of Congress:

The British Cassette

Little detailed test data is available at this time concerning this prototype of English Talking Book machine. The following general information is submitted:

1. Prototype submitted for testing contained a cassette with a playing time of approximately twelve hours.
2. Recording medium is magnetic plastic base tape similar to that of U.S. Manufacture.
3. Tape is ½" in width.
4. 19 tracks are recorded on it.
5. Tape is recorded after it is enclosed in cassette.
6. Signal-to-noise ratio is high in comparison to current Talking Book records.
7. After one play of one track, tape broke, necessitating disassembly of the cassette in order to repair (splice) tape.
8. Machine operated on 220 VAC 50/60 cycles; machine dimensions are 12" x 13" x 8½"; cassette dimensions are 8½" x 10" x 2½"; machine weight (including cassette): 23 lbs. 15 oz.; cassette weight: 3 lbs. 14 oz.

Conclusion: Insufficient tests were made on this prototype to arrive at a substantial evaluation.

Recommendation: It is desirable to investigate to a great degree the future possibilities of the principles incorporated in this machine.

Experimental 16⅔ rpm Recording

Two 16⅔ rpm recordings were cut, one a standard 10" size at 200 lines per inch; the other a regulation size Talking Book record at 200 lines per inch. Both masters contained ½ hour of recording time. These recordings were made using the same recording characteristic as obtained in the current 33⅓ rpm Talking Book Records manufactured by the Foundation.

Comparative listening tests showed that even the noncritical listener disliked the 16 rpm recording because of the harsh reproduction. This poor resultant reproduction is due to:

1. Inability of the pickup to track the groove because of
2. the sharpness of the angle of the wave front presented to the pickup stylus which in turn is due to
3. the reduced lineal velocity.

Conclusion: A reduction in recording level, with it attendant decrease in lateral velocity, will reduce the exaggerated groove shape. However, this will be reflected in lower output necessitating an amplifier with considerably higher gain than exists in the current models of Government Talking Book machines. It also follows that the ratio of signal to noise on finished pressings will increase in inverse proportion.

In order to record for 30 minutes at 200 lines per inch on one side of a 12" master using an 11.5" starting diameter and a 6.5" terminal, we must realize that we are working with a maximum lineal velocity of 10.02" per second to a minimum velocity of 5.66" per second. It can readily be seen from the foregoing that in effect, at the 16⅔ speed we are, with respect to 33⅓ rpm records, just commencing to record at the velocity where currently we are almost finished cutting.

Although in view of what has been related above, the future of recordings at half the current speed appears bleak indeed, we will continue to explore the possibilities.

It is hoped that the foregoing information has provided some small insight into the problems surrounding the development of what we hope will in the future result in the distribution of a more acceptable type of Talking Book recording and reproducer.

RESEARCH AND DEVELOPMENT IN BRAILLE PRINTING

VIRGIL E. ZICKEL, Plant Manager
American Printing House for the Blind, Louisville, Kentucky

Since the first of the year the American Printing House has been engaged in a research program sponsored by the Library of Congress and having as its objectives the improvement of quality and economics of braille printing through the application of materials and techniques that have been developed and applied in the several branches of the graphic arts. Considering that there are a number of presses engaged in the production of braille

publications and that these presses are staffed by a group of men and women with a vast amount of experience in dealing with the problems peculiar to the production of Braille, it seemed logical that if at all possible this experience should be made use of if the program is to meet with any measure of success. To accomplish this purpose the presses were contacted to inform them of the objectives of the program and to invite them to attend a meeting for the purpose of discussing the problems involved and to organize a definite plan for the overall program.

This meeting was held in Louisville the first week in April with representatives from the Canadian National Institute for the Blind, the Royal National Institute for the Blind in England, the Howe Press, Clovernook, Braille Institute of America, the American Foundation for the Blind and the Library of Congress and the American Printing House for the Blind in attendance. This meeting resulted in the selection of several ideas which the group felt were most likely to accomplish the objectives of the program. It was agreed by the group meeting in Louisville that a logical approach to the solution of these problems would be to secure the services of several engineers with experience in the various phases of the graphic arts to serve as advisors. Three such men were selected and after approximately two months of intensive study their reports were made to a second general meeting which was held on May 27th. As a result of this second meeting a series of definite projects were selected and the development of those projects constitute the program for the coming year. Briefly the projects are as follows:

Early in the program it became apparent that in order to improve the quality of braille printing we must first learn what is meant by good braille, there being such a wide difference of opinion between braille readers themselves. After consulting several men experienced with the conduct of such studies it was agreed that one of our leading colleges or universities should be invited to supervise or to conduct such an experiment. Something like thirty colleges and universities have been contacted and their proposals requested. To date over twenty replies have been received, all of them showing interest with many submitting definite proposals.

From time to time the problem of supplying the blind with current literature when it is popular has been discussed. At one of our meetings in Louisville it was suggested that a popular title should be embossed in magazine form with enough copies being made to satisfy the Libraries' request. The embossing of this book is to be expedited and it should be available to the blind within three to four weeks from the time of the award. The Library has approved this experiment and a publication of this type will be undertaken soon. The results of this experiment should determine whether this type of material better suits the needs of the blind.

In the discussion of binding problems it was brought out that the Braille Institute of America is developing a machine for folding braille and a model is under construction. Since the Braille Institute had made so much progress along this line it was felt that they should be encouraged to continue this work, and the Braille Research Program would lend whatever help deemed advisable. The Braille Institute agreed to make progress reports regularly.

Colonel Wright of the Royal National Institute for the Blind described in detail the Solid Dot Process pointing out its advantages and disadvantages. They feel confident that the Solid Dot Process will fill a definite need however they are not willing to say that they have all the answers at this time as further development is needed. After discussing the solid dot process in detail the group again agreed that the Royal National Institute for the Blind should be encouraged to continue the development work along this line and asked that they keep us informed of their progress.

Several suggestions have been made with the purpose of further decreasing the cost of braille binding. Each of the presses have agreed to do some work along this line.

Cost studies made at several of the presses indicate that the largest single item of cost in braille production is the embossing of plates for printing. A great deal of thought has been given to this problem and at this time the automatic operation of present embossing equipment seems to be the most promising method of reducing plate cost.

The experience of industry with the use of paper tape for similar automatic operations

indicates that this system should be investigated therefore it is now planned to set up an existing stereograph machine with a tape sensing device for automatic operation. Also, a conventional braillewriter is to be arranged to operate a tape punching device. Should this sytem prove practical several other uses for the punched tape have been suggested. One of the most interesting possibilities being the operation of an automatic interpointing braillewriter for the production of the one and two copy orders.

For years those of us who have had to deal with the problem of selecting paper for braille use have been disturbed by our inability to set up specifications so that we could get the best possible paper with both quality and price considered. With the intention of correcting or improving this situation the Braille Research Program intends to study thoroughly the requirements of paper for braille and to set up definite specifications for its selection.

Although the Braille Research Program has been underway only a few months we feel that the accomplishments to date are most encouraging. We are particularly grateful for the complete cooperation of all the presses which is so necessary to the success of a program of this type.

REPORT OF THE JOINT UNIFORM BRAILLE COMMITTEE

PAUL J. LANGAN, Chairman

Superintendent, Kentucky School for the Blind, Louisville, Kentucky

Briefly by way of introduction I would like to review for you the origin of the Joint Uniform Braille Committee. The Committee came into being when by common resolution presented to the AAIB in June 1950 at Philadelphia and to the AAWB in July 1950 in Salt Lake City, the two associations each appointed three members to make a study of the Code of Standard English Braille. Since that time the Committee has held several meetings in connection with this important work. For a period of almost four years now, the members have given many, many hours of their own time and sometimes at their own expense. The fruits of our labors are presented to you at this Convention in the form of recommendations for a proposed rewriting and editing of the Code of Standard English Braille to conform with the generally preferred practices and reading preferences as are now commonly used in the embossing of braille in the United States and Canada. It is obvious naturally, that the Committee has no hopes of being so arbitrary in this matter as to assume that these recommendations will meet the approval of all braille readers or possibly even of acceptance by the members of this convention. We know from the experience of our own deliberations on this most controversial and technical matter that we at times could not even reach agreement among ourselves on certain interpretations and usages of the rules. However, this report does represent the most considered and deliberate thinking of the members of the Committee whose combined experience in the field of braille is somewhat recognized by virture of their appointment in this important work by our two national associations. In addition, the Committee has made sincere attempts to secure the opinions of other experts in the two countries and has given thought to this problem from both the standpoint of the adult reader and the student. Attention was also directed to the volunteer transcriber who plays such a vital part in our over-all program as well as the professional braille presses. It is the hope of the Committee that representatives at this convention will give serious consideration to the Report which has been made available in both braille and ink print for the scrutiny of those persons qualified to evaluate the proposed changes. It must be pointed out here again that the members should realize that this Committee has no authority to make such changes and does not in any way presume to place itself in such a position. Only upon the concerted action of our two associations can any such major alteration be made in our present methods of interpreting the rules of Standard English Braille for embossing purposes. Paramount in

the thinking of the Committee at all times in the preparation of these recommended changes were:

1. The need of uniformity and ease of reading for the braille reader, and
2. The removal of any gross latitude of interpretation by sterotype operators and transcribers which might lead to confusion and ambiguity in the resulting product.

The Chairman of the Committee is indebted to the able services and experiences of the Committee Secretary, Miss Marjorie Hooper, without whose sacrifice of many additional hours of preparation the minutes of our meetings would not have been recorded or the final report possible. The varied experience and eminence of Mr. Rodenberg on such a Committee needs no acknowledgment here and Mr. Beath, our Canadian counterpart, and Mr. Krebs and Mr. Allen likewise contributed immeasurably to the ultimate solution of many of the problems facing the Committee.

In conclusion, it is the unanimous opinion and request of the Committee that the following recommendations be acted upon by the two associations at the Convention this year:

1. As the terms of the AAIB members of this Committee automatically expire with this Convention, it is recommended that because of the nature of this work that at least two members be reappointed for the next biennium to assure continuity in this important field.

2. That in view of the importance of this matter, new committees should be appointed to assure a continuing influence on behalf of and for the interests of braille readers in the United States and Canada.

3. That in view of our earnest desire to attempt to arrive at uniform thinking on the matter of embossing, usage and interpretation of braille rules with our Continental and English Committees, no final decisions be made on the changes proposed until an international meeting can be held, possibly in 1955, with representatives of these countries. This does not preclude, of course, the possibility of adoption of this Report at the present Convention. If such acceptance is expressed at this time it would merely authorize our Joint Uniform Braille Committee of the next biennium to make every effort to work in harmoney and compromise with representatives of other countires interested in the development of a possible universal Code of Standard or Uniform Braille.

Respectfully submitted,
Alfred Allen
R. W. Beath
Marjorie Hooper
Bernard Krebs
L. W. Rodenberg
Paul J. Langan, *Chairman*

DESIGN FOR SUCCESSFUL SELLING

S. A. ROBINSON
District Sales Manager, Southwestern District, Lance, Inc.
Greenville, Texas

Gentlemen, it is a pleasure for me to be with you today. I am fortunate to have the opportunity of appearing before you.

The subject assigned to me is *Design for Successful Selling*. That's a subject in which I am extremely interested and have been for many years, and I'm sure you are too. To start with, I studied the history, the background, the purposes, as well as the contributions and progress of your wonderful Association. Then I took note of the special or particular interest of Panel I. I found that you are primarily interested in the operations of vending stands throughout the country. I know something about your vending stand operations and have for a number of years. I'm glad for that, because I feel closer to your work, closer to you, and am anxious to share with you any ideas, suggestions, or experiences I have had that may be of any value to you whatsoever.

You are supervisory personnel, on the state and national levels, engaged in the development of job opportunities for handicapped people. I realize, as you do, that your vending stands are in a sense the window dressing of the work for the blind because that is one part of your work the public sees and eval-

uates. For these reasons, I'm sure you are always interested in sales promotion ideas, advancement in displays, merchandizing techniques, customer relations, or anything of a nature that would stimulate sales. My remarks therefore will be confined as much as possible to those areas.

Vending stand operations take in overall business principles—techniques and activities —the same as other businesses. The same as my company for example. There are certain basic philosophies, fundamental principles and techniques that must be understood, planned and controlled if the business is to become and is to remain profitable and satisfying.

In other words, businesses in general, large or small, have similar motives and common objectives.

Gentlemen, if you do not mind, I would like to refer briefly to the 41 years history of Lance, Inc. I want to do this because: first: I believe Lance's history is colorful; second: I think Lance is a company that has dealt with these business principles with unusual success over the years; third: it is a business operation that I know a great deal about; fourth: What we do in our company even though it is a large enterprise today, it hasn't always been big. We have had to compete, and if you please, we have had to constantly give attention, real attention, to this matter we are discussing—*Design for Successful Selling;* fifth: and for the greatest reason why I refer to my company's operations is this. Many of the efforts and activities we put forth today are designed to further enhance the Lance appeal in the sights of the vending stand operators because, frankly, vending stands are one of our greatest blocks of business. I'm confident most of what we do can be adapted and applied to your vending stand business.

After all, we both cater to the same customer, the person with the nickel. We are in the impulse selling business. And we are in a sense "married to each other". You, without your suppliers and the vast variety of services they render you, and we, on the other hand, without your contact with the potential consumer—the person who spends the nickel with you and makes a sale for both of us—neither of us could operate. Isn't that a fact? The customer is our ultimate boss and each of us seeks to please him. So we get our business from the same customer, consequently we have a common interest. By the way, what is a customer? Wouldn't this explanation be about correct? A customer makes the wheels of business turn. A customer is not dependent on us. We are dependent on him. A customer is not an interruption of our work, he is the purpose of it. We are not doing him a favor by serving him, he is doing us a favor by giving us an opportunity to do so. A customer is not a cold statistic, he is a flesh and blood human being, with biases, prejudices, feelings and emotions like our own. A customer is a person who brings us his wants. It's our job to fill them profitably—to him and to ourselves.

When we think of *Designs for Successful Selling* considering the facts about the customer are paramount wouldn't you say?

Lance history—1913-1954—41 years.

In 1913 the name Lance first appeared in the telephone directory of Charlotte, N. C. Mr. Lance was a coffee salesman in Charlotte, and he had some calls from his customers for roasted peanuts. He bought a supply from a farmer, roasted and sacked them at night at home and delivered them to his customers the next day. Later he hit on the idea of roasting peanuts and grinding them into peanut butter, then spreading the peanut butter between soda crackers. Thus Mr. Lance was the originator of the peanut butter sandwich business. That's the humble beginning of a new company, the origination of a completely new American industry, and a big one too.

In 1926 a corporation was formed. The corporation was a small local operation after thirteen years of business. Two important changes took place in 1929: (1) the first branch sales office was opened; (2) Lance purchased its first van-type delivery truck and started delivering all of its merchandise direct to its salesmen.

Here are examples of definite business principles being used. Improving service to customers, and by doing so, increasing sales. How? By: (1) establishing salesmen closer to the customers; (2) selling only through company salesmen; (3) transporting the merchandise direct from plant to salesmen in company owned and operated trucks.

These changes came about because of a

need. *A Design for Successful Selling.* Better service to customers. It worked then and it is working now. Not only with us but with all others who serve the public. So, from that day until now, only more so today, we are continually studying, analyzing, surveying, finding ways to improve, ways to lead, ways to serve customers better, etc., and you are doing these things in your business too, I'm sure.

In August 1936 I became the 49th salesman for Lance so you can see for the first 23 years the company had not grown very big compared to the growth since 1936. In the past 18 years, 1936-1954, our annual sales are 25 times greater than they were in 1936.

In 1938 Lance Bakeries were established so we could control quality, and improve freshness of the merchandise. We had a lot at stake by now—quite a few employees, thousands of loyal customers. Another design for more successful service and selling.

In 1948 a new plant was established at Greenville, Texas, to better serve the western area.

In 1936 the only displays we had were one and two-gallon glass jars. We were the first to create other types of displays, other companies followed, and just look at the increased sales volume we have enjoyed since that time, 25 to 1. Varieties of displays placed in our customer's stores is credited with that gain more than any other single factor. Our merchandise is impulse items and the more attractively displayed the more they sell.

Here is another business principle and technique retailers use and every one else uses to the very best of their abilities. In your vending stands we could emphasize it this way. Get attention, that's the first rule in good advertising. Let's change it to: Better Display. It requires thinking and work. But better display really pays off. Give your vending stands some intensive inspection and do a mess of spring cleaning.

Remember petrified forest retains its status quo but builds no houses.

Shine up old counters, fixtures, displays, move them to a better spot. Add new ones, have them sticking out all over your business like sore thumbs. It really gets extra business and that is what we all are after. Yes sir, gentlemen, display, especially in your vending stands, is undoubtedly the most valuable tool for modern merchandising. The time and money you spend improving the attention value of your business, improving your display, will pay handsomely.

As a manufacturer, we have purchased and supplied, free of charge, millions of dollars worth of displays to our customers. This investment has paid great dividends to us and to our customers through plus sales.

Through display you put to work the "power of suggestion" which brings to mind a story I once heard that explains what I'm trying to say.

Power of suggestion: A man lived by the side of the road and sold hot dogs. He was hard of hearing so he had no radio. He had trouble with his eyes so he read no newspapers. But he sold good hot dogs. He put up a sign on the highway telling how good they were. He stood by the side of the road and cried, "Buy a hot dog, mister". And people bought. He increased his meat and bun orders. He bought a bigger stove to take care of his trade. He got his son home from college to help him. But then something happened . . . His son said, "Father, haven't you been listening to the radio? There's a big depression on. The European situation is terrible. The domestic situation is worse." Whereupon the father thought, "Well, my son has been to school. He reads the papers and listens to the radio, and he ought to know." So the father cut down on his meat and bun order, took down his advertising signs, and no longer bothered to stand on the highway to sell hot dogs. And his dog sales fell almost overnight. "You're right, son," the father said to the boy, "We are certainly in the middle of a great depression."

So it's important to keep suggesting, through display, as well as by word of mouth and other devices and techniques.

Let me mention one objection we hear about open display or frontal counter display, about putting the merchandise out so the customer can feel the merchandise, inspect it, sell himself, etc., and that is: "My customers will steal it!" The person who thinks like that has one basic attitude missing and that is trust. If we trust our fellow man, generally speaking, our fellow man will repay our trust and confidence.

We have had several years of experience in thousands of separate instances to prove that

statement through the operation of what we call our "honor system". It hasn't been profitable 100% of the time, but let me say again that it has in the vast majority of the locations. It is simple. It works like this: We set up an open display with the merchandise in it, attach a sign that reads "Honor System" and place a coin box beneath for the customer to drop his money when he helps himself to the merchandise. Oftentimes we add a sign reading "Profits go to Mr. Jones."

Frankly, we are happy we had the confidence at Lance in our fellow man and saw a need for the "honor system" and also realized how helpful it could be to handicapped persons or civic clubs, etc. and, therefore, decided to promote it. I know of instances where it is providing an opportunity for handicapped people to work and earn a living. I know of civic clubs who are earning profits this way to be used charitably.

Many of you are acquainted with the "honor system". I shall be happy to discuss it with you later if you have questions.

We have discussed several techniques used in business that can be patterned to your operation.

I have given you a quick resume of the house of Lance's 41-year history.

I would like now to come back to your vending stand activities with a few observations and comments.

First, there is the location of the business. That is important because there must be people to sell to. An abundance of potential customers is essential. I'm sure you complete different types of surveys before a location is decided upon to determine if it offers reasonable opportunities to make sales. After all, a vending stand location is stationary, and there are limited possibilities of reaching beyond certain boundaries for the bulk of the business. There are big differences in stand locations. Basic requirement, however, is that there be at least a minimum number of people within reach of the stand—so that enough sales can be made to earn profits. You know all about this I'm sure.

The second important ingredient in the setting up and operation of vending stands is the fixtures and equipment, its arrangement, its design to successfully display and sell merchandise in sufficient volume to earn profits and also be convenient and attractive to the customer. We have already discussed display.

The third and most important ingredient of all is the operator. I'm sure not a single one of you will disagree with that statement.

Gentlemen, the degree of success attained in the stand can be measured pretty well by the overall attitude and efforts of the operator, we could talk carnestly all day on that inexhaustible subject. We do not have the time, but we know that any business' greatest asset is its human asset. Let me just mention some of the qualifications and business principles the operator must possess and use if success is forthcoming:

1. The operator must accept the responsibility of serving the public, and it must be remembered that the customers are the final judges of how well we serve their interest. We're not the boss, but the customers are.
2. That the operator be a good person to deal with—to sell to.
3. That the operator be a good person—pleasant attentive and a friendly person to buy from.
4. Building and protecting a reputation of integrity and conducting the business by the golden rule is another priceless asset of business.
5. Attitude. Get up every morning and say "I have a wonderful opportunity." If a person operating a vending stand or any other business has this attitude, selling will be fun. Success will be earned, too. Have you heard the ingredients of success? Someone put it this way:

The father of success is work. The mother of success is named ambition. The oldest son is common sense and some of the boys are called stability, perseverance, honesty, foresight, thoroughness, enthusiasm, and cooperation. Some of the sisters are cheerfulness, loyalty, care, courtesy, economy, sincerity, and harmony. The baby is opportunity. Get acquainted with the old man and you will be able to get along with the rest of the family. Yes indeed, the crux, the pivoting point, of any business is the man, the owner and his employees. I haven't mentioned several factors about the operator's activities because they are so obvious I'm sure there is no point in doing so. (Such as keeping regu-

lar hours, stressing cleanliness, handling, as much as possible, the merchandise that satisfies the customer's needs, keeping abreast of customers changing habits, maintaining a balanced line of merchandise, eliminating duplications, and allowing for display. All this results in reduced inventory, minimum investment, maximum turnover which in turn results in greater profits through better and sounder operations.

The vending stand operator gains a great deal in the considerate manner in which he deals with salesmen. He should not be a difficult buyer. He should strive to be a good person to sell to as well as a good person to buy from. Salesmen are good advertisers. They can and will help you. I suggest you cultivate their friendship.

There is also a spot high upon the list of importance for the philosophy of a business, that of accepting the responsibility to serve the public and their interest, that of maintaining a reputation of integrity, and that of operating by the golden rule. These are priceless assests of any business. After all, operating a business is not too easy for any of us. But what of it? We must have perseverance and, above all, confidence in ourselves. In America and throughout the world a lot is happening, has been happening throughout history and will keep on happening.

For example: Our forefathers did without sugar until the 13 century, without coal fires until the 14th century, without buttered bread until the 15th century, without coffee and tea and soap until the 17th century, without pudding until the 18th century, without gas and matches and electricity until the 19th century, without canned goods until the 20th, and we have had automobiles for only a few years.

Yes sir, business today, your business and mine must realize that change is today's challenge. 1. Change in living conditions and buying habits, etc. We must change with change. 2. Make our places of business attractive enough to encourage customers to stop, look, listen. Stop because they are attracted to our special services that are different, new, inviting. Look because we are doing a better merchandising job, improved layout, greater expanse of merchandise, increased opportunity for self selection. Listen because we are using effective selling techniques, making use of the power of suggestion and selling as customers like it.

Gentlemen, I have enjoyed being with you. You have been a wonderful audience. May I close with this observation:

Our customers and your customers are the real bosses of our business. As we design for more successful selling plan to keep abreast with the changing world, plan to continue to build a better and more serviceable business, shouldn't we ask ourselves these questions: (1) How many new customers will we get? (2) How many of our old customers will we keep?

AGENCY RESPONSIBILITY TO—THE OPERATOR—THE PUBLIC

*** GEORGE E. PIPER, Executive Director,**

Business Opportunities for the Blind, Inc., Chicago, Illinois

In dealing with the subject herein presented, one primary, all important fact must be established at the outset. Just as a good, durable building cannot be constructed except on a solid foundation, so it is, that the obligations of an Agency cannot be effectively discharged to the vending stand personnel, or the public, without primary and continuous consideration being given to the fundamentals and prior requisites of modern, successful merchandising enterprises.

In order to insure adherence to the basic requirement of effective merchandising, here are, according to my views and experience, some indispensable factors:

1. Ownership and maximum control of vending stands by the Agency.

2. Frequent and efficient counselling of operators by men, or women, with normal sight who have had, before coming with the Agency, sales supervisory or managerial backferably chain store system.
ground in retail merchandising stores, pre-

* Visually Handicapped.

3. Absolute freedom, in the selection of potential operator personnel from interference and influence of pressure groups, whether political, social service or other interests.

4. The vending stand program should be, yes must be, self sustaining financially, to as great an extent as is possible.

If this type of foundation is laid, the obligations and services to the operator and the public, will be discharged effectively.

The writer believes and recommends that a vending stand program can be best developed, and administered, by a joint public agency and private organization cooperative arrangement.

All things being equal, meaning that both groups work in their respective, prescribed areas of authority, the authority and function of each being spelled out in a written agreement, a well balanced, long range program can be assured.

After proper selection of applicants, who have basic sales, or merchandising ability, they must be given adequate training in a special training location, if possible. Six to twelve weeks training is of primary importance. If a special training stand is not available, the trainee, after preliminary indoctrination in the whys and wherefores of the particular type of program, drilling in proper change making, both by money changer and cash register, stressing the inescapable need for good personal appearance and habits, the trainee should be assigned to a suitable location for the tutoring, guidance and vigilance of a capable, communicative operator. Whether the trainee is in a special training location or the regular type of stand, the business counselor must observe regularly the progress of the trainee.

After the Agency has properly established the vending stand, with complete standard equipment, sufficient inventory of merchandise, needed working capital, or petty cash, business counselling and administrative management must be continued over each vending stand permanently thereafter.

Business discipline over the stand and personnel must be maintained for effective results. The authority of the Agency, or Agencies, to promote, transfer or even remove, operators is absolutely essential. Safeguards are, of course, necessary to prevent abuses and assure fair play for all concerned. The public agency is usually in the best position to exercise this function of operator transfer or removal.

In addition to providing good earning opportunities, proper tools, materials and funds with which to successfully perform a business operation, certain welfare benefits and services can be furnished to the operator more advantageously by the private organization, such as Old Age and Survivors' Insurance, Hospitalization, Group Life Insurance, Workmen's Compensation, paid vacations, etc.

What is owed to the public by a vending stand program may be outlined and summed up as follows:

The customers, who continue day after day, to patronize a vending stand, operated by a visually handicapped person, require, yes demand, those things which they expect from a competitive, well regulated enterprise. A most important obligation to be discharged, by the Agency, to the building or plant management, is the assurance that the Agency will assume full responsibility for the conduct and performance of the operator and assistants. This fact, as much as any other consideration, will tend to open the doors to an increasing number of establishments.

In conclusion, it may be stated, indisputably that the Agency or program can discharge its responsibility to the operator, the public and all others concerned, only by planning, developing and administering a sound vending stand system.

Like any other experience, or effort in this game of life, we will get out of vending stands, or the program as a whole, in direct proportion to what we put into them.

PROCEDURES AND TECHNIQUES USED IN SECURING VENDING STAND LOCATIONS

WALTER G. PHILLIPS

Business Enterprise Supervisor, Vocational Rehabilitation Division, Services for the Blind, State of Oklahoma

At the request of Mr. Strickland, chairman of this section, I agreed to talk to you about the "Procedures and Techniques Used in Securing Vending Stand Locations." To me this appears to be a rather difficult subject, since I know of no standard technique you can use in securing locations. As to procedure, it appears that once you have used a standard procedure for determining the feasibility of a location, it is then up to you to evaluate the individual concerned and proceed with the technique you think best suited to this particular situation.

This I believe brings us to the heart of my speech: What is the best technique? It is not my intention to tell you that I have the 100% right answer to this question; however, I have given it a lot of thought during the three years I have worked in this program.

In considering this subject I am reminded of my work prior to this job-selling groceries for one of the largest private label food concerns in the United States. They process one of the finest lines of canned food on today's market, but this in itself is not enough. I recall on one occasion taking a No. 2½ can of their peach halves and comparing it with another No. 2½ peach which was canned, labeled and sold by a food processing concern whose name would be recognized by everyone in this room. After opening the cans, we dumped the contents in separate butcher trays. Their private label had five peach halves compared to seven for the nationally known brand.

After hiding the two cans under the counter, we asked the first lady through the check stand if she would mind pointing out the better of the two peaches. She agreed and immediately selected our brand. However, when we put the two cans on the counter and asked her which one she thought the better peach came from, she selected the nationally known brand. After repeating this five times and getting the same results, we gave up and ate both cans of peaches.

You may wonder how all this applies to our problem. I simply used it as an illustration to show you that, regardless of what we think of our individual programs, we are still faced with the problem of selling the public on the quality of our product. This can only be accomplished through a renewed and vigorous effort on our part to bring our programs up to date with new and modern equipment and to supply our operators with better training, thus making them more suited for this type of employment. Once this is accomplished, I believe the program will go a long way toward selling itself.

Like many other states Oklahoma has a group of state owned medical institutions located within a concentrated area. This group consists of the University of Oklahoma School of Medicine, Crippled Children's Hospital, Oklahoma Medical Research Center and a recently completed Veteran's Administration Hospital—all located within a two block radius. This represents a large potential that we had not been able to tap until recently.

Mr. Earl Howard operated a portable concession stand for three years directly across the street from the Oklahoma School of Medicine. During this time he acquired a good business and a wonderful relationship with the officials of the Oklahoma School of Medicine. About a year ago these officials requested that our department install in the lounge of their school a concession stand to be operated by Mr. Howard. We readily agreed to this knowing that, regardless of how well he had done in the portable stand, business would be considerably better inside the school. Together with the school officials we worked out the type of stand and the items to be served. Fixtures were then authorized and constructed. They included a cigar case, candy case, showcase, back bar, work counter, drink bar and a three-tub sink unit. In addition to this we, of course, installed the necessary electrical items, such as, a twenty-case cold

drink box, Nesco cooker for heating sandwiches, soup kitchen, Cory coffee maker and an ice cream box. The school officials and customers were very complimentary of our stand and very appreciative of the service rendered in this location.

We had on various occasions contacted authorities in charge of the University Hospital and Crippled Children's Hospital regarding the possibility of establishing a stand in these buildings, being rejected for a variety of reasons which I am sure you are all familiar. Some of the reasons they gave for rejecting this stand were lack of space, intention of opening and operating stands of their own and fear that a blind person could not operate the type of establishment needed in this particular location.

About six months after the stand in the Medical School opened, we received a call from the buildings and ground superintendent of Crippled Children's Hospital stating that the officials were interested in discussing the possibility of our department establishing a vending stand similar to the one in the Medical School. Upon contacting the officials we learned that they had visited and observed the clean and efficient operation at the School of Medicine. It was because of this operation that they became sold on our program. We reached an agreement with these officials and installed a stand very similar to the one mentioned above. It has been in operation approximately three months and has consistently exceeded our expectations as far as gross sales are concerned.

We have on three occasions refused a location in the Oklahoma Medical Research Center, because it is connected by a tunnel with the Medical School. We do not feel that there would be sufficient business to support a stand in this location. You can, nevertheless, see that both of these opportunities became available because of the modern and efficient operation of the stand in the Medical School. We hope that someday the two stands now being operated in this area will help us gain entrance into the University Hospital itself.

It is imperative that those of us who are directly responsible for the expansion and improvement of this program keep our fingers on the growth of our community, investigating and determining the possibility of any new buildings constructed by the government or private industries, and any new buildings leased by the state or Federal government. We should make a special effort to get acquainted with the officials in charge of Federal, state and county owned property in our respective states. Once we have made their acquaintance and directed their attention to our program, it should be much simpler to acquire locations in these buildings.

Another field in which we are striving to improve our program is Federal, state and city owned parks. In Oklahoma we have found park concessions to be very profitable. I fully realize that we have been hampered in our efforts to obtain locations in these parks. It is my hope that the legislation now under consideration by Congress will pass. If it does, I feel sure that this will strengthen our position in so far as Federal locations are concerned.

When we set out to get a new location, we enter the field of selling. I have yet to meet a successful salesman that did not take pride in his product. Having this pride he sets out on a well-formulated plan designed for quick sales and customer satisfaction. The plan for quick sales usually consists of a thorough knowledge of the product plus samples and demonstrations. The plan for customer satisfaction has to be a plan of satisfaction over a period of years, since a small percentage of the salesmen in this country sell a one-time-around product. The vast majority see the same customer every two weeks with many making daily or two calls a week. We should, therefore, work out a sales plan for our product.

In my opinion this can be done by preparing a sales folder consisting of pictures and pertinent information, such as, type of stands, products sold, number of people served, problems faced and overcome, number of locations, gross sales and net profits derived from the stands. Use this folder constantly. If possible, get the persons involved to go around and inspect your location. Of course, this can only be done if you have the type of stands and operators in which you can take pride. Having such stands and operators would eliminate the fear of having to apologize for some unfavorable condition which might exist should you pay a surprise or unexpected visit. It is my opinion that you cannot over a period of years sell a program

on the basis of sympathy for the blind persons involved. If you can sell it on the basis of their ability to operate as efficiently as anyone else, I think that in most instances preference will be given to our programs.

I hope what I have said will be of some assistance to you. We who work in the program of Oklahoma have proceeded on this basis, and our program has grown. No, we haven't solved all the problems by any means, but we are doing better. In the past three years we have opened thirteen stands, increased our sales by $150,000 a year and raised the average income per stand from $1000 to $1500 per year.

In addition to this, we have a very optimistic outlook for the next three years. We are working and planning for fifteen new stands. We hope to increase our sales by $200,000 and raise the average income per stand to something over $2000 per year. If we are fortunate enough to reach our goal for the next three years, we will still be a long way from satisfying the need in our state.

No doubt there is a lot of room for expansion and improvement in other states the same as there is in Oklahoma. Let us all work long and hard during the coming year, and perhaps, we will have some wonderful reports regarding our programs at the next meeting, which I understand will be held in Quebec, Canada. I hope that everyone present will be able to attend. It should prove to be a good meeting and an excellent opportunity for those of us who have never been in Canada.

A CAFETERIA OPERATION

WILLIAM HATHAWAY, Vending Stands Supervisor
The Delaware Commission for the Blind, Wilmington, Delaware

During the early part of July we opened a cafeteria at the North American Smelting Company. For us this was somewhat of a new venture since the location was opened at the request of the company, even though we did not feel that the 175 employees would warrant such an elaborate setup. The company agreed to subsidize the location to the extent of amortizing the initial equipment over a period of five years. Over and above amortization of the equipment, the company agreed to withstand any losses that the agency might incur through its weekly payroll and quarterly bonuses. Thus far we are proud to announce that the stand has been holding its own and has not required the subsidy. This is especially gratifying to us in view of the fact that the initial trial period was during the extremely hot weather, when normally business would be at its lowest.

Through our experience at other stands we felt that the best way to construct this stand in the allotted space (20′ x 11′ at its widest, narrowing to 7′ at the entrance), was with three adjacent counters running lengthwise in the room. The counter setup is as follows: the first counter is right inside the entrance and is constructed with a stainless steel lift flap for entrance into the stand, a step-up candy display case, and adequate shelving on top for display of miscellaneous merchandise. It is 5′6″. The second counter is made of stainless steel top, formica front, and the remainder of the counter is made of finished plywood with adjustable shelves underneath. This counter is 12′6″. It includes a self-service ice cream cabinet (open top), and self-service refrigerated salad tray. Above the salad tray are located shelves for pastries. Following the salad tray we have a 30″ stainless steel counter top for sandwiches and miscellaneous items. The last piece of equipment on this counter is a three hold Thermaduke hot food unit. The third counter, 8′ long, with stainless steel top contains the workspace for the blind operator. Following this space is a tray containing self-service coffee urns and related equipment. Underneath this counter is a 6′ dry beverage cooler.

Running the full length of the two larger counters is a stainless steel tray rail. For the protection of the customers we have a glass sneeze guard in front of the food warmer. All the kitchen equipment is located behind the counters in full view of the customers, and has been so designed because of the limited space. The kitchen equipment is as follows:

One work table 6′6″ x 28″; adjoining the

table is a stainless steel under-counter refrigerator, 4'1" x 31"; wall cabinets are placed the entire length of both the work table and the refrigerator, and storage cabinets have been constructed underneath the work table.

One stainless steel grill stand 33" x 30", on which is placed a Griswold sandwich grill and a Hotpoint all-purpose grill; next to the grill we have a four burner Westinghouse electric range with a 30" oven. The three units are protected by a stainless steel backsplash and a stainless steel hood.

The workspace is then broken by a door into the store-room; the door is located directly behind the operator. Continuing lengthwise, we have our sink and dish-washing facilities. Above the sink is a shelf for dishes, sliverware, etc. The back-bar is located at an angle behind the operator, and situated in such a way that it screens the sink and dish-washing facilities from view of the customers.

With reference to the equipment used, I would specifically like to recommend the following: (1) Thermaduke refrigerated dole plate salad unit; (2) Thermaduke electric hot food unit.

The Thermaduke electric hot food unit has four different temperature settings and is entirely reliable for keeping food at the proper temperature. The unit operates on 220 volts and is standard equipment so that there are a variety of pans which can be purchased commercially to fit. We feel that the Thermaduke units are indispensable in an operation of this kind.

After the customer has been served he will then take his tray to one of two rooms located outside the cafeteria proper. Adjoining the cafeteria is a room for the working personnel; the office help eat in a separate room upstairs. Although the workers eat in different rooms, the food served is identical.

We feel that it should be strongly emphasized that the operator managing this cafeteria is totally blind, and we further feel that a review of his duties will illustrate the potentials of a totally blind person in operating this type of unit. The operator is responsible for the complete care of the back-bar, for arranging and displaying all merchandise, for keeping the counters clean, for assisting the sighted assistants in washing and drying trays, dishes, etc., plus coffee making and cashiering. In addition, the operator is entirely responsible for ordering merchandise, for keeping the stand well-stocked and for any other duties that are required of a stand manager. The staff, in addition to the blind operator, consists of one cook and one salad and sandwich maker. During rush hours the cook is in charge of the food warmer and serves the hot foods. Her position is directly adjacent to the blind operator, and this affords an excellent opportunity for checking if the operator has any questions regarding the contents of a customer's tray.

At present the stand is grossing approximately $350—$375 weekly, and we anticipate that this will noticeably increase during the winter months.

In attempting to verbally describe the location, we realize that it is almost impossible to give an adequate picture of the extent and type of operation being carried on. Our only hope was to illustrate the components of the unit and the type of equipment being employed. We were happy to choose this location because we feel it amply illustrates what a totally blind operator is capable of doing. It also illustrates the fact that it is not necessary to have companies with vast personnel in order to undertake a venture of this nature.

May we suggest that all our stands are open for inspection at any time, and we cordially invite any readers to visit with us.

THE LOUIS BRAILLE MUSIC INSTITUTE OF AMERICA, INC.—1953-1954

ALBERT GORSON, Executive Director
Louis Braille Music Institute of America, New York, New York

The Louis Braille Music Institute of America, Inc., now in its second year, would like to make this report of the past year's progress to the Standing Committee on Music.

The *Braille Musician*, the only music magazine for the blind, has broadened its scope so that it is now a publication for the music lover as well as the professional musician. Its

print order has been considerably increased, too, so that the long waiting list of those who want to receive it regularly is being steadily reduced. The print order will continue to be increased as rapidly as finances permit until the waiting list is completely eliminated. The BRAILLE MUSICIAN is distributed free to all members and non-members until the supply runs out.

Since the report to last year's convention, the Institute has introduced several new music services.

Perhaps, the most important of these is The American Record Club for the Blind. The Record Club is distributing a basic library of classical music on high-fidelity, long-playing, unbreakable, twelve-inch records with braille labels and braille jackets. The first group of records consists of twenty titles from the Columbia Masterworks list; through a special, non profit arrangement with Columbia, these records are available to the sightless only at approximately one-half the usual retail price.

The second group of records, which will be available shortly, present a revolutionary idea in phonograph records for the visually handicapped. Produced by Remington, each record has a special band of spoken commentary on the music, written and recorded by Dr. Sigmund Spaeth, who is a member of the Institute's Board of Directors.

More than one thousand records have been distributed at this time, many of them free of all costs to the recipients through contributions made to the Institute for this purpose. The response to the Record Club has been so great that the Institute hopes to have one hundred titles available by the end of the year.

As an aid to the study of music and to the development of music appreciation, each issue of The BRAILLE MUSICIAN now carries a four page commentary on one of the Record Club's records. This special four-page section is so bound that it may be removed from the magazine without destroying the binding. Many Record Club members have written to the Institute to say that they keep these commentaries with their records.

On May 10, 1954, the New York Chapter of The Louis Braille Music Institute of America had its first informal musicale at the world-renowned Julliard School of Music. Members of the Institute and the Record Club attended and voted to meet once a month. James Fassett, Director of the CBS Radio Music Division and regular commentator for CBS Radio's Sunday afternoon New York Philharmonic-Symphony concerts, addressed the gathering. Mr. Fassett talked about Mozart and particularly the Mozart Piano Concerto No. 20, which was played for the group. Later, he played an interview with Rudolf Serkin who was the soloist with the concerto.

As rapidly as possible, the Institute plans to organize chapters in many other cities from coast to coast. Volunteers are now organizing chapters in Dayton, Ohio, and Springfield, Illinois.

Another current operation of the Institute is a Vocational Guidance and General Music Information Service, personally directed by Dr. Sigmund Spaeth.

The Institute inaugurated Music for the Blind Month, November 15 through December 15, 1953. It will be repeated at the same period this year. Sixty-nine organizations—fifty-five music clubs and fourteen institutions for the blind—participated in the program to acquaint the public with the music interests and needs of the sightless and with the Institutes efforts to satisfy these needs.

Encouraged by its program in the past year, the Institute has prepared an ambitious program for the current year.

The Institute is preparing to compile a complete and accurate listing of all available braille music so that it may serve as an information center on the sources of such music. Through music publishers and composers and their associations, the Institute hopes to arrange for braille transcribing without the usual copyright fees and restrictions. Through this service, the Institute will serve as a general clearing house for all transcribing projects. The ultimate aim is to establish a lending library for both classical and popular music in braille.

Another much-needed project of the Institute is the establishment of a teaching course for braille music transcribers, who, upon satisfactory completion of the course, will be certified on a national basis. The Institute will also certify transcribers who have studied elsewhere upon submission of samples of their work to the Institute's qualifying committee,

The music needs of the sightless are the first interest of the Institute, but an important, related task is acquainting the public of these needs. This work of education goes on throughout the year, through the publication of newspaper and magazine articles, through direct mailing, and by radio and television; it is concentrated into a concerted effort during Music for the Blind Month.

The Institute is supported by gifts and membership dues in three categories: Participating Membership, restricted to sightless individuals, $3.00; Participating Membership, for Institutions for the blind, $5.00; Sponsoring Membership, $100.00; Sustaining Membership, $50.00; Contributing Membership, $25.00; and Regular Membership, $10.00.

It is the hope of the Institute that it will be able through its facilities, to coordinate the music projects of all workers for the blind and increase greatly the number of such projects by eliminating completely all duplication of effort.

A BLIND TEACHER OF MUSIC IN PUBLIC SCHOOL

* R. O. MONAGHAN, Instructor

Music Department, New York State School for the Blind
Batavia, New York

Due to the rather specific circumstances surrounding my own experiences in connection with this subject, this article will, of necessity, be somewhat autobiographical in character.

It is my feeling that so very many factors which govern our decisions, our occupations, our activities, are ruled by a divine plan which we do not easily understand. We can, perhaps, accept not too much credit, nor too much blame, for many of the chance circumstances by which we are what we have become. As I look back upon the situations which make this account possible, it is as though much of it just "Happened". "Happened" largely through opportunities made possible by a large number of friends. But, that is the story:

My education, through high school, was obtained in a residential school: the New York State School for the Blind, at Batavia. There, I must have held my teachers in a wholesome esteem, for I began to harbor thoughts of emulating them in their profession. I used to hear occasional complimentary tales of one, "George Carmedy, a blind man who teaches French at the university at Syracuse, New York." This seemed a most enviable position. My work at Batavia included a comprehensive musical training quite superior to that offered in local public schools. It included not only Harmony and History, but Counterpoint, music form, as well. And, in addition, it was the custom at that time to afford the advanced students the privilege of "Tutoring" younger pupils at their practice in piano courses. I enjoyed this "Assistant teacher" program greatly and, whether I could teach or not, at least I knew I liked it, and wanted to know more about how to give instruction to others.

In the natural course of events, high school graduation came in 1924, and I, like so many other boys and girls of that time, was more or less dropped into the big world with little or no idea what I would do. I did not plan to go to college—that was certain.

I read an article in the Ziegler Magazine, an article setting forth the value of selling: no matter what we intend to do, we should learn to sell; we should have the experience of selling. O. K., so I sold soap, extracts, spices, coffee (If I may use so extravagant a term), tea, perfume, etc. I went from house to house alone or with a guide. I loved meeting people, but I hated selling. Month by month, I began to pick up individual piano pupils, obtained a position as church organist and choir director in a small church, and became a movie organist at $15.00 per week.

Mr. J. C. Decker was then the principal of the high school at Fair Haven, New York. He was a man with an unusual amount of interest in other folks. He figured out that, if I were to come into the local public high school and give instruction in music theory,

* Visually Handicapped.

harmony, music history, etc., and if the students would pay for such instruction individually, he could enrich his curriculum, I could further the work in which I was particularly interested, try actual teaching in a public school situation, and increase my income just a little. We have in New York State, a Board of Regents under which the educational system is set up in so far as examinations, passing grades, and high school graduation are concerned. Since I was not a certified teacher, we could not claim the same passing mark for the students, but they were required to pass their tests with a higher mark: a mark comparable to that required of them when they took a subject entirely on their own out side of school. However, this did not pose any difficulty, and the students were able to pass their scheduled courses quite easily.

Had it not been for my devoted friend, Principal J. C. Decker, I certainly would not have given serious consideration to college, but his suggestion was, "You are teaching without a license, why not go to college and obtain the necessary preparation, and the certification."

I wrote to one college and was advised, "Why don't you select something to do, which you can do?"

I was accepted at the State Teachers' College at Fredonia, New York: and here is where a comment is necessary, and which I hope will be thoroughly understood. The superintendent at Fredonia said this: "I do not believe that you will get a position after you have been graduated from our college, but if you want to take our work here, you are welcome to do so." Beyond that he said nothing. He made no issue of the fact that he had a blind student, at the time of gradution in 1928 my name appeared together with some 200 others, and no mention was made that I was blind. My permanent teaching certificate (Which was issued at that time, and is no longer available), was signed by the New York State Commissioner of Education, and he probably did not know that I was blind. Now: that just couldn't happen today. Rules have become more strict, state teachers' colleges are not apt to train, at state expense, anyone with any handicap, and the chance of obtaining employment is probably less today than at that time.

Among others, Dr. Charles W. Manzer, Psychology Professor, and his wife, aided me greatly while in college. They assisted in locating for me, materials which I later used in teaching public school pupils, and which will be described shortly. Upon graduation, my friend Mr. Decker, and his school board, afforded me a postion teaching in the Fair Haven High School for half of each week. A group of persons known as the "Lake Placid Club," interested in the placement of teachers, acted in my behalf to obtain another "Half" position for the remaining days of the school week, at Red Creek, New York: a village five miles away. Oh surely! details of living quarters, meals, transportation, all had to be worked out, and they had Winters up in that part of the country too, but we managed to get along very well. No guide was necessary save for a driver, between towns.

The time of uncertainty, familiar to all public school teachers, when contracts for the next year may, or may not be issued, came along in logical sequence in about March of my first year. Due to "No contract" the Red Creek half of my position was discontinued at that point. However, I was fortunately able to obtain another half week position as music supervisor at Cato, New York. This was some 12 miles from Fair Haven, but there was a milk train which quite satisfactorally connected the two villages. That position continued for five years, and included church choir work, a choral society, etc.

It has seemed to me that this preliminary data was essential, but now to the business of actually teaching in a public school.

There were some 200 students in each of the schools involved: all grade, 1—8, plus high school. My title was that of "Music Supervisor," which means that I was "It." I had charge of grade singing, sight reading, high school theory, harmony, history, chorus, and whatever orchestra we could get together, and with a specialty in vocal training. Theoretically, according to our careful college instruction, I was to show the grade teachers what to do on the days that I was not able to come to their class room, and then check-up, or supervise on the days when I could go the rounds. However, in a school "System" so small, the supervisor found that he was rather required to visit each grade room on each

day, and that nothing of any consequence could be expected, in the line of added progress, if he were not there.

We purchased the regular series of grade song books: books which we had studied, and with which we had become somewhat familiar in college. By degrees, and by the help again of many friends, I hand copied much material from these books into Braille. I usually memorized a song before working it out with the pupils, and accuracy, phrasing, words, notes, etc., represented no problem. I gave tests in the grades now and then, and had the high school classes help me look over the papers as part of their own work. That was a nice double check, and assisted the high school students, perhaps, more than one would believe possible. In high school I used song material with which I could become more and more familiar, and after two or three years of that, my own "Home Work" was greatly reduced.

Dr. Manzer, my college psychology teacher, obtained for me a set of very large rubber stamps on which were letters, numbers, and most of the ink print musical characters. With these, and the help of my mother, I made a number of "Flash cards," on which appeared in large type: scales, note patterns, time signatures, and various material which I required the students to recognize. Each card was similarly marked in Braille. Dr. Manzer also obtained for me a large number of musical charts standing vertically, like the conventional school room maps which can be folded back, one by one, showing different material on each large chart. These were identified with a hand copied Braille booklet also.

I usually had an accompanist from my high school classes, but when I did not, many of the accompaniments were improvised.

In our high school credit subjects we maintained a very good average, and a few of my boys and girls have gone on into work related to the field of music: teachers, performers, etc.

Discipline? We had a pretty normal bunch of kids, but also a pretty swell bunch as well. There was something, even down into the lower grades, which was very unpopular about trying to put something over on a blind teacher. I made no issue of blindness, but it became easy, and logical to develop public opinion, and attain a fine degree of cooperation. I would say, "I know, and you know, that you can get away with something, but I am expecting that you will not do it. I think you know why you are in school," etc. Would that still work in public school today? You public school teachers can answer that far better than I. I like to be an optimist.

Discipline, in fact, represented less of a problem in public school, in my own opinion, than it does to a blind teacher located in a school for the blind. The kids in the residential school do not evolve quite those same noble inhibitions.

I am not sure what the picture is today: Added restrictions in teacher training courses, changes in the certification laws, the requirement for a teacher to continue a good deal of schooling beyond her first degree, appearances of greater discipline problems: all that would cause one to question the advisability of such aspirations.

On the other hand, there are private schools serving groups of sighted students, opportunities to have material hand copied are far greater than ever before, Talking Books, tape recorders, pre-recorded tapes, and other aids: all are tools which can help a blind teacher to do a better job than ever before. More power to the capable and qualified blind teacher, and I shall consider it a privilege to stand ready to produce any further information to such an individual, if you feel that I have any more to offer.

THE BLIND IN MUSIC EDUCATION OF THE SIGHTED

*DR. LEONARD BURFORD

Director, Department of Music, Abilene Christian College
Abilene, Texas

Blindness alone need not be considered a disabling handicap, nor should it necessarily bar one from the teaching profession, provided a sufficient number of other factors are not unfavorable.

Teaching is an art in which a high degree of proficiency depends upon much study, very sincere efforts, and a great deal of experience. Learning to teach without sight, although a sizable task, does not compare in difficulty with the problem of learning to teach.

There are certain fundamental personal characteristics which are vital factors in the success of a blind teacher: he must love people and learn to live as a normal member of society.

Of very great importance is the complete acceptance of the handicap of blindness. Although limitation of one kind or another is a common heritage of mankind, the acceptance of an obvious handicap is a difficult matter for most people. It is something which will require a great deal of effort in the way of right thinking.

There are two ways of viewing a deficiency: one may complain because it exists, or he may be grateful for the ability to offset it. Well might the widow in the days of Elijah have been grateful for the "handful of meal in the jar," and the "little oil in the cruse," rather than to have lamented the fact that she had so little. It did prove to be quite adequate. The important thing is not what one does not have, but the fullest possible use of the powers with which he is endowed.

The blind person must strive to see himself in the proper light as a member of society. The world owes him just as much as it owes anyone else, but no more. On the other hand, his debt to his fellow man is fully as great as that of anyone else. It should be the privilege of every individual to serve, and in so doing, to provide for himself and for his dependents.

If the blind person is to live normally, he must cultivate the ability to do as many things for himself as possible without assistance. For example, one may take care of his own correspondence by using the typewriter and affixing his signature with a pen before the letter has been removed from the machine.

In handling his own financial affairs, one will find personalized checks very advantageous. It is a simple matter to fill out a check with the typewriter and sign it with a pen. A Braille number placed on each check will insure its identification when it is returned. The number on the check should correspond to that in one's checking records.

One should acquire the ability to travel alone, either near or far, when it is necessary.

The prospective teacher of music should be convinced that he possesses sufficient mental ability and music aptitude for his task, and should equip himself with very thorough preparation in the way of education.

All areas of music education present specific problems to the blind teacher, some few and simple, others many and complicated.

One of the easiest and most rewarding fields is that of music history and literature. Aside from the handling of a class this work presents scarcely a problem worthy of consideration. It goes without saying that much reading would be required. This could be accomplished in anyone of several ways.

The handling of a phonograph presents no serious problem. Records can be identified in a number of ways.

The problem of handing a class may be solved effectively with the help of a student assistant. It is the practice of many colleges and universities, particularly the larger ones, to furnish such assistants to their sighted teachers for checking the roll, putting material on the board, and administering examinations. The work of the assistant for the blind teacher would differ very little from that for a sighted teacher. The class should be made to understand that it is he who has

* Visually Handicapped.

the responsibility of adjusting any irregularity.

It is not advisable for a blind teacher to attempt to conduct a class without some kind of assistance. The best of students sometimes fail to give attention and occasionally someone may leave the room before the end of the period. In spite of the fact that such things happen in the class rooms of many sighted teachers, it is not good for students to feel that it is possible to take advantage of blind teachers.

A convenient class roll may be provided by writing each student's name in Braille on a small card in which a hole has been punched for a brass paper fastener. If a student is absent, his card may be turned around. If he is tardy, a paper clip may be placed on the card. Names may be written in ink on the cards, so that the assistant may check the roll. By keeping the cards at hand, the teacher may call the names of his students without hesitation.

Music theory, likewise, is an excellent field for the blind teacher. Board work may be done by the assistant, or by members of the class. An error made at the board will be quickly detected by the class.

Exercising for sight singing, key board harmony, and part writing may be copied in Braille by the teacher from dictation. Many errors are avoided by having the assistant play the notes lightly on the piano while dictating.

If the teacher's ear is sufficiently trained, paper grading may be done by having the exercises played. Much mental effort will be saved if the teacher will sit at a second piano and play silently as the assistant plays.

Choral conducting is the most difficult but rewarding field. The training of the blind conductor must of necessity be quite elaborate. To the person who has never seen, the achieving of proper facial expression is an especially difficult task. It is almost essential for the eyes to have normal appearance.

Serge Koussevitsky has said: "The conductor must be a professional athlete, a professional actor, a good psychologist, and a great musician."[1]

A great deal of the technique of conducting will have to be learned in private lessons with an experienced conductor. The greater the conductor, the better.

Discipline in the choir rehearsal is more difficult than that of the class room because of the nature of the work. Here again the work of the student assistant is important.

Something like the following conduct is desirable on the part of the choir in the way of stage deportment: choir members must refrain from conversation while on the stage. All eyes must be fixed on the conductor during performance. Hands must hang freely at the sides, and under no conditions may one put his hands to his face. At the end of a number the choir must maintain its position and mood until released by the conductor. Above all, the choir must reflect the spirit of the music being performed.

A type of Braille score which has proved very satisfactory for the blind conductor is simply a copy of the words of the composition containing all markings of expression, ink print page numbers, and any other information desired. Notes are usually not needed since they are being played by the pianist. If they are desired, they should be copied "Bar over bar" and without expression marks to facilitate reading.

The blind teacher of piano encounters his greatest problem in the achievement in his students of correct posture at the piano, hand and arm position, fingering, and freedom of action.

This problem is simplified when it is taken into account that the sighted teacher continually puts the student's hand into correct position, and tests for freedom by moving the arm and hand. An alert blind teacher can find out many things about the student while doing exactly what the sighted teacher would do. Incorrect fingering usually results in missed notes or poor phrasing.

Even at best, some sighted assistance is necessary, and it is recommended that a teacher use his own advanced pupils for such work.

The problem ranking next in importance is that of teaching staff notation. The teacher must devise some method of pointing out signs under consideration. Students must not be expected to think abstractly. Mr. August Liessens has provided a simple and inexpensive solution, or one may have a music staff con-

[1] John Finley Williamson, "The Conductor's Magic," *The Etude*, 69:23, April, 1951.

structed of wood at the plaining mill. There are also commercial devices on the market which may be adapted.

Perhaps most difficult of all, yet not impossible, is the teaching of singing. Again one is confronted with the problems of posture, bodily position, and freedom, and the approach is far more complicated than in the teaching of piano. The singing student is subject to almost numberless visible faults.

Here, above all, some sighted assistant is required. To this problem the accompanist is a quite satisfactory solution. The ideal assistant is an advanced singing student who is also a good pianist, but it is not too difficult to teach an accompanist who does not sing at all to detect the visable faults.

The teaching of singing is one of the most highly involved problems of music education, either to the blind or sighted teacher. No other phase of the art of music more completely involves the whole personality of the musician.

Let the blind teacher remember that the technical problems which are likely to cause him serious concern are only the means to an end. Although it is most essential to achieve correct technique, to him who has acquired in abundant measure an understanding of the deeper spiritual meaning of music, and the ability to convey it to others, technique becomes a less serious problem.

In my opinion, the private studio, the music department of the college and the university are potential sources of opportunity for the capable, well prepared blind teacher. In the private studio, pupils will most likely be hard to secure at first. Positions in institutions of higher learning are very difficult for a blind person to secure. An institution should not be expected to employ blind teachers in numbers, but in my opinion, one blind member of a staff can be an asset rather than a liability. It behooves those of us who have been given such opportunities to work very diligently toward a high standard, not only for our own sakes, but also for the cause of the blind.

THE LIESSENS MUSIC WRITER IN U. S. SCHOOLS FOR THE BLIND

***HARRY J. DITZLER, Director of Music**
New Mexico School for the Visually Handicapped

Chairman Treneer of our Music Committee, together with the writer, had hoped this survey would glean data from both Canada and the United States. Since, however, no information is here available from the four Canadian schools questioned, findings are restricted accordingly. Of forty-six schools contacted within the continental U. S., thirty-six provided pertinent answers—not a bad return in these days of inundating questionnaires!

Twenty-seven (exactly seventy-five percent) of the replying schools do not have the Liessens Music Writer; but one has it on order, and another plans purchase as soon as the budget permits. Five requested further information, and, of the two music directors unaware of such a device, one explained that she entered work for the blind within the past year.

That leaves nine respondents with first hand experience. One advises: "Our music teachers consider it impractical for totally blind students." A second writes: "We tried it, and decided it doesn't justify the difficulty entailed in placement, and direction of stems." Another music director says: "No use whatsoever; it is extremely difficult for blind children to operate," while a colleague tersely reports: "It would be better dictating to a sighted person." Observes yet another: "The metal guide is sharp, causing the forefinger of the left hand to be sore. It may be practical if the frame were not too sharp."

The foregoing copious quotes are indicative of the preponderant view manifest in replies. Thus, insofar as they may be assumed to present an over-all picture, we must conclude that the Liessens Music Writer does not currently serve run-of-the-mill youngsters taking music in U. S. schools for the blind. On the other hand, one may well ask if such is, or ever was, its purpose. At the risk of courting tedium, these excerpts from two additional comments are cited: "The Music Writer

* Visually Handicapped.

would be helpful to anyone who is going to teach sighted students," and: "We consider this Writer a valuable aid to students talented in harmony and composition who intend to further their musical education." Perhaps this survey points up the fact that the Liessens Music Writer, devised by a professional blind musician, can be used to great advantage in the vocational training of music students in schools for the blind.

Though beyond the realm of immediate discussion, it is noteworthy that one hundred of these Writers have been bought by the Canadian National Institute for the Blind, and approximately another hundred by individuals in the United States; moreover, a few have been sold over-seas. Reaction from so diverse sources should prove interesting and profitable.

The Liessens Music Writer is presently obtainable, at a nominal cost of ten dollars, from the American Foundation for the Blind.

MUSIC IN EGYPT

*** NICOLA BASSILI**

Director, Printing Department, Centre for the Blind
Cairo, Egypt

The art of music occupied an important position in ancient Egypt, in fact it was controlled by the priests. But later, after the advent of Islam, it was regarded by most pious peoples of the east as an abominable practice and actually, no persons of the better class could adopt it as a profession. However, the art continued to remain through all the ages by being transmitted from person to person, though in an undeveloped and unwritten form, as no school was known that catered for music in its programme.

A Musical Institute

In 1913 the Institute of Arab Music, the first of its kind, was established in Cairo, where the student has to study during the course of six years the musical notation with its different keys, the elementary rules of western and oriental music, the various Arab rhythmic movements, the history of music in Egypt and the East, the development of musical instruments; in addition to practising upon any instrument he chooses. Then he obtains a certificate which qualifies him to becomes a teacher of music or of school songs in primary schools.

In fact, music in Egypt is still in its first stages; songs are performed in one voice part, only newly established orchestras perform pieces in which the groups of instruments play in harmony.

Musical Instruments Used in Egypt

1. The lute: It is an ancient Egyptian instrument, the soundbox is melon-shaped at the back, flat on the front, with five or six pairs of strings. It is the most commonly used instrument because of its being comparatively cheap, easy to learn, and because one can sing while playing upon it. It is placed on the lap and played with the tip of the feather of an eagle.

2. The canon: It is of Greek origin, the soundbox is flat on both sides, 2 inches high, 40 inches long at the bottom, 10 at the top, with 24/28 sets of three strings. It is placed either on the thighs or on a special table, played upon with two thin strips of horn fixed to the index fingers of both hands with brass or silver thimbles.

3. The violin: Though it came to us from Europe, its Egyptian ancestor is still to be seen among the poor people.

4. The Egyptian flute: It is a reed of bamboo about 24 inches long, with six holes at the front and one at the back, but no keys. It is the most ancient musical instrument in the world.

Other European instruments began to appear in Egyptian orchestras with the development of Western civilization.

Activities of the Blind of Egypt in the Field of Music

Because of the blind persons' natural fondness of music, numerous blind Egyptians were

* Visually Handicapped.

well known either for singing or for playing upon instruments. Generally, music had and still has an effect upon the lives of many blind people in Egypt; that is because the Moslems like to hear somebody chant the Koran for them in homes, ceremonies, mosques and cemeteries and the Copts hire chanters to assist the priests in their churches. These chanters usually earn a very poor living, but he who is gifted with a sweet voice is more fortunate, or he who knows something of music.

About the beginning of the present century a few blind Europeans brought to Egypt the musical notation and taught it to several blind Egyptians. These, with a handful of blind Egyptians who studied music in Europe, adopted it as a profession, either by teaching sighted persons, or by piano tuning or by playing in European orchestras. One of them, George Themally, is an eminent pianist, his big concerts in Egypt and in many other European countries have brought him great fame.

I do not think that there are more than ten persons in Cairo and Alexandria who, we can say, earn a fair living out of music.

There are also about 50 or 60 blind people who either learned by themselves or from others how to play upon one of the instruments, with or without any knowledge of the elementary rules of music. Most of these struggle hard to keep themselves alive.

The Blind in the Musical Institute

Strenuous efforts were being made from time to time by some blind people to draw the attention of the authorities of the Musical Institute to the aptitude of the blind to learn music, and to the many advantages they could enjoy should they be given the chance. It was not until 1936 that the authorities allowed a limited number of blind students to be admitted to the Institute on trial. Evidently, they proved to be successful and to make good progress for after two final examinations one of the blind came higher than all the students of the Institute. This in spite of the many difficulties they had to face, particularly the lack of Braille music exercise books.

Employment of Blind Music Teachers

The officials in the Music Department of the Ministry of Education believe that the blind can only teach the blind, therefore they decided to accept them as teachers of music in the schools for the blind. Consequently, of all the 33 graduates, 20 are now employed as teachers of music and school songs in the Government schools. The other 13 are still waiting their turn. They prefer to do this than to take up any other work.

The "Noor" Society has frequently assured the officials concerned that blind teachers are in no way inferior to their sighted brothers and they can teach school songs equally well in any school. We hope that they will be employed in schools for sighted girls. There are at present 45 students in the Musical Institute in Cairo, 11 of them are newly enrolled girls. Another minor institute was established in Alexandria several years ago, where 15 blind boys and girls are studying music.

BANQUET

AND

PRESENTATION OF SHOTWELL MEMORIAL AWARD

MINUTES OF ANNUAL BANQUET

Thursday, July 15, 1954

More than 200 were present at the Annual Banquet of the American Association of Workers for the Blind which was held in the Ballroom of the Rice Hotel in Houston, Texas at 6:30 p.m. on Thursday, July 15, 1954.

Toastmaster for the evening was Mr. George F. Meyer, Executive Director, New Jersey Commission for the Blind, who paid tribute to the long and distinguished service to the blind of Mr. Stetson K. Ryan, guest of the evening, who was honored by the Association for that service by the presentation to him of the Shotwell Memorial Award for distinguished service—a gold medal, bestowed upon him by Miss Marie Busch, Supervisor of Home Teaching and Home Industries of the Bureau for the Blind, State Department of Public Health and Welfare, Jefferson City, Missouri, and an engrossed scroll presented by Mr. Calvin S. Glover, Executive Director of the Cincinnati Association for the Blind.

During the evening, the Secretary-General reported the attendance at the convention of 414 registered members and visitors, with others present though not registered; and that membership had passed the 1953 figure, standing at that moment at 1,035. These figures all appear elsewhere. The presentation and acceptance speeches follow.—A.A.

PRESENTATION OF THE SHOTWELL MEMORIAL AWARD MEDAL

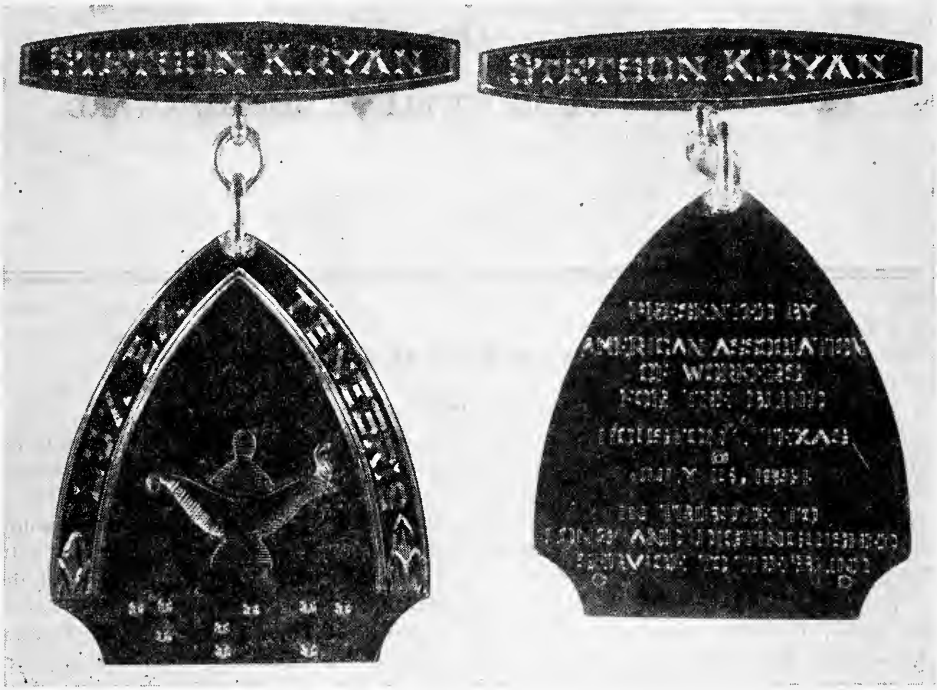
* CALVIN S. GLOVER

Executive Director, Cincinnati Association for the Blind
Cincinnati, Ohio

The American Association of Workers for the Blind have assembled here this evening to enact a ritual which is sacred to us. For one peaceful hour we shall desist from debate and criticism to exorcise the spirit of friendship and to acknowledge the force of pure sentiment. We do not serve by methods and techniques alone. We are motivated by love of our fellowmen and by a fervent intent to inspire our clients with new courage, ambition and self respect. I review these attitudes because you exemplify them nobly. You have been asked to stand before us this evening because we must not longer defer an expression of our appreciation of you. It is good for our souls to recognize your sympathetic understanding of misfortune. It is our honor to claim you as one of us.

* Visually handicapped.

Your intellectual honesty has clarified many uncertainties of an adolescent profession. As Secretary of this Conference you led us gently and firmly through a difficult growing period. This Medal is a simple but genuine expression of our respect and affection. Let it remind you that your sacrifices have not been in vain and that the commendation of your colleagues here denote the gratitude of those whom you have served at home.



PRESENTATION OF THE SHOTWELL MEMORIAL AWARD SCROLL

* MARIE BUSCH
Supervisor, Home Teaching and Home Industries, State Department of Public Health and Welfare
Jefferson City, Missouri

We hold you in respect and affection Mr. Ryan, for you have enriched and ennobled the lives of those you chose to serve.

We who know you and have worked with you are confident that you have found reward in serving your fellow man. We know also that this joy of service has manifested itself in your many accomplishments.

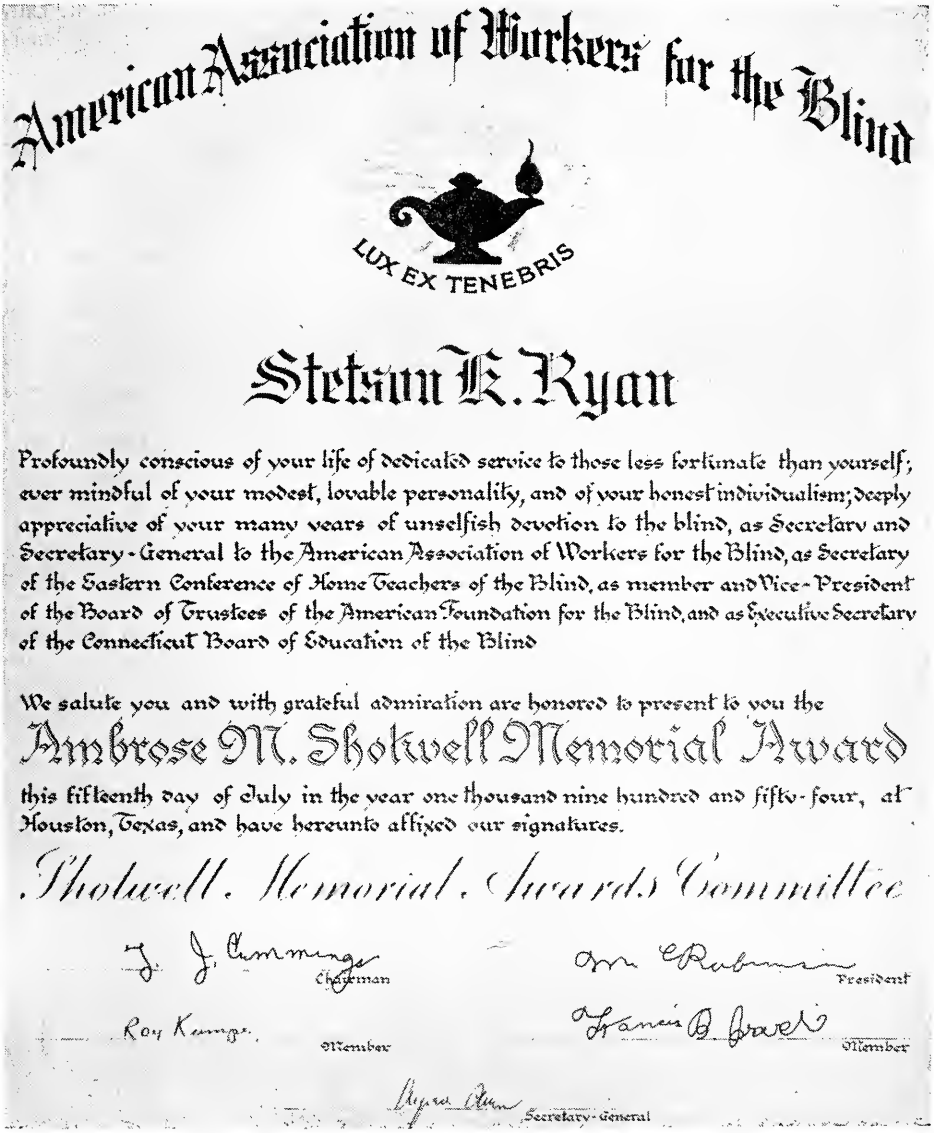
It is now my privilege and great pleasure, Stetson K. Ryan, to present to you this Scroll. It is a tribute and a token of our love, our appreciation, and our esteem.

ACCEPTANCE SPEECH

STETSON K. RYAN
Executive Secretary, Board of Education of the Blind
Hartford, Connecticut

Texas is the nineteenth state to welcome an A.A.W.B. convention. Three times your meetings have been held in Ohio; twice in Canada, California, Indiana, Kentucky, and Massachusetts; and once each in Florida, Illinois, Iowa, Maine, Maryland, Michigan, Minne-

* Visually Handicapped.



sota, New Jersey, New York, Pennsylvania, Virginia, Utah, Wisconsin and Washington, D. C.

When I was told that the committee had decided to present me with the Shotwell medal and scroll at Houston, Texas, I recalled the visit I made to this great state in 1922 to attend an A.A.I.B. convention at the state school at Austin. That was thirty-two years ago. Our agreeable toastmaster was present at that convention. George Meyer was a mere boy at that time—hardly more than out of short pants. Now he is a prosperous landowner whose fields have brought forth plentifully so that he has had no place to bestow his fruits and, like the man in the parable, has pulled down his barns and built greater. But what about the able sponsor on my left, Calvin Glover? My first recollection of Calvin is a handsome youth standing on the rostrum at the A.A.W.B. convention at Vinton, Iowa, in 1921, with the late

H. Randolph Latimer, convention president, who was saying (and I am quoting): "In casting about for a suitable convention program, your executive committee found itself indebted to Calvin S. Glover of Ohio, for a suggestion which, though not original with him alone, seemed a happy solution of the program." The theme chosen was for the need of a general agency in work for the blind, and at Vinton an enabling resolution authorizing the creation of the American Foundation for the Blind was adopted without a dissenting voice. And Miss Busch? Where was she and what was she doing in 1922? That was thirty-two years ago. Her youthful appearance leads one to think that, if we can place credence in the theory suggested by the poet, she was a mere "trailing cloud of glory" in the early 1920's. Probably Superintendent W. E. Allen of the Texas School, then a young teacher at Austin, will recall the meetings on that campus. I wonder if there are others in this hall who can bring to mind that convention of the Instructors.

There were giants in those days. E. E. Bramlette, the superintendent of the Texas School, and host to the convention, took his bachelor's degree at Vanderbilt in 1883, and his master's degree at the University of Texas in 1886, which was the first M.A. degree ever conferred at the University of Texas. To complete his education he studied at Leipzig from 1889 to 1891; later took a summer course at Chicago. The committee on credentials reported the following delegates present:

Joseph S. Ganey, Alabama; D. W. Glover, Arkansas; R. S. French, Miss M. W. Eastman, Miss Kate Foley, California; Gordon Hicks, Connecticut; G. F. Oliphant, Georgia; G. S. Wilson, Indiana; Francis E. Palmer, Iowa; Thomas Chandler, Kansas; A. J. Caldwell, Louisiana; John F. Bledsoe, Maryland; Edward E. Allen, Massachusetts; Miss Julia F. Dow, Minnesota; M. L. Batson, Mississippi; H. J. Menzemer, Montana; C. E. Ultzman, New Mexico; Edward M. VanCleve, Miss Mary B. Schoonmaker, New York; G. E. Lineberry, North Carolina; B. P. Chapple, North Dakota; O. W. Stewart, Oklahoma; W. B. Reece, Ontario, Canada; E. E. Bramlette, N. A. Klotz, Miss Elizabeth Rutherford, Miss Rosa M. Penick, H. H. Harrington, Texas; Frank M. Driggs, Utah; H. R. Chapman, Washington; J. T. Hooper, Wisconsin. H. R. Latimer was given delegate status as an honorary member of the Association.

Was the Frenchman right who said the more things change the more they remain the same? Well, let us see. We find this former generation opening every session with prayer and a hymn "Holy, Holy, Holy," "Work, for the Night Is Coming", and one time "The Star Spangled Banner". One session was closed with a watermelon social on the lawn and the record adds, "which everybody enjoyed, especially the northerners". The day before the convention was convened there was a heavy storm—I believe the Texans have a name for it—which flooded the City of Austin. Rivers overflowed their banks, dams were broken and there was no water available at the tap. Fortunately there was a lily pool on the campus where buckets and pitchers were filled—and the delegates were able to take a bath.

We find the program concerned with topics such as "Recreation and Play for Blind Children", "The Advantages of Radio In a School for the Blind", "Cooperation of Schools for the Blind with Other Organizations", "The School for the Blind In Relationship to Relief for the Adult Blind", "Approximate and Mental Arithmetic", "The Preparation of Teachers of the Blind", "Influence on School Success of the Age at which Vision was Lost", and "Leading the Blind in the World of Vision."

In his presidential address to the convention, Mr. VanCleve remarked upon the importance of two inventions—the radiophone and the optophone. He alluded to the former in terms of "the romance of science," and the latter as "an extraordinary conception" for turning the black and white page into a sounding medium. For ten months, he explained, Miss Margaret Hogan, a graduate of the New York Institute for the Education of the Blind and of Barnard College, had been cooperating in a patient effort to perfect the machine which utilized the scientific principle whereby selenium crystals have the power to make light waves audible. Then he announced, "and now a blind woman reads from the novel of the day at the rate of twenty-five words a minute."

We hear Dr. Allen warning the delegates:

"The ideal teacher comes under these four heads: Health, intellectual equipment, emotional equipment, and training," and then he adds: "Notice that health is first and training last. And by intellectual equipment we do not mean education, but rather native strength of mind, and by emotional equipment, that 'heart power' without which there can be no successful teacher. Our own Dr. Howe in writing to engage a teacher once said: 'I have tried the head and hand system enough. I must henceforth have more aid from the hearts of my collaborateurs—or must give up myself.' "

Dr. Samuel P. Hayes summarized the findings in his paper with these words: "We certainly have no evidence to date that the congenitally blind have suffered in their educational and mental development because they have been taught in the same classes and by the same methods as the adventitious blind."

In his capacity as director general, Mr. Latimer presented the first annual report of the American Foundation for the Blind, and cited the impetus which had been given the venture by a subscription of $1000 from Charles W. Lindsay of Montreal, a blind man, upon condition that other trustees would raise $9000 more; whereupon Miss Prudence Sherwin of Ohio, and Mrs. Homer Gage of Massachusetts each had subscribed $1000, and a friend, who forbade the use of his name, an additional $7000.

Perhaps you are wondering why I am delving into the events which happened thirty-two years ago. It is to provide a backdrop for a thought I wish to leave with you. These superintendents of the early 30's were men of exceptional character and ability. I have reminded you that there were giants in those days. We are conscious of their excellence—and we do not challenge the invaluable contribution they made to the work. In 1932 the A.A.I.B. had enjoyed fifty years of undisputed prestige and authority—today it can look back on 100 years of usefulness—but now sharing the scene of action is another lusty and vigilant agency—the A.A.W.B.

Founded in 1905 at Saginaw, Mich., we must admit that this Association stumbled along, partly by the grace of God, for the first decade of its existence, provided with meeting accommodations by the bounty of the various schools for the blind. In 1935 there was a break. We were welcomed to the campus of Western Reserve at Hudson, Ohio.

It was there that we met gallant Joe Clunk, the indomitable trail blazer. Then on to the Hotel Morton at Atlantic City, N. J. Then to Lake Wawasee, Ind., with Calvin Glover the president of the Association. There we listened to H. Randolph Latimer delivering the keynote address of the convention. He stated as his premise that "a clearer delineation of the whole field of our activity must be worked out in thought, and adhered to in practice." He then proceeded to lay before the convention certain of the principles which he considered fundamental in work for the blind. "The dominating influence in the work for the blind today is still that of the schoolmaster," said Mr. Latimer, "and as long as these self-same school men shall continue to dominate work for the blind generally, the individual blind person in work for the blind, no matter what his executive or other special capacity may be, will, inevitably, play a part analagous to that played by a sort of honor roll school boy."

"It would be better", he contended, "if the policies and practices in work for the adult blind were in the hands of leaders experienced both in dealing with adults, and in managing business concerns, rather than in the hands of those, however consecrated, primarily fitted for the training of youth."

What he said pointed clearly to the placement of more blind people in positions of primary responsibility, and he indicated that the choice of Robert B. Irwin, a totally blind man, as director of the American Foundation for the Blind, was a hopeful sign for the future.

Outlining the Spirit and Aims of the Convention, President Glover gave strong emphasis to the need for work for the blind to become a true profession with an effective technique and progressive standards.

I am inclined to believe that the convention at Lake Wawasee was one of exceptional significance. It set the stage for emancipation and professional standards. From that juncture the A.A.W.B. was to be the dominant association, and was destined to carry the ball. To what extent the A.A.W.B. has met the challenge is for you to say. It is well to stop and think on these things.

Now a word of admonition. We have been talking about emancipation. We would keep free. This might seem not too difficult. But how about entangling alliances? In certain areas of our work because of necessity we are first cousins to a more vociferous agency. The Arab discovered to his dismay what happened when the camel got his head in the tent. Some of you may not be aware to what extent certain Vocational Rehabilitation agencies were prepared to take over all rehabilitation of the blind when Congress passed Public Law 113. They were thwarted in the attempt. Thank God. We hope there will be none of that.

Well, we are mindful of the adage, "Tarry not in house of thy friend, lest he become weary, and hate thee." So tomorrow we will pack our bags and hie ourselves away. The good friends here have rolled out the welcoming carpet in ample folds. As we reflect on the extent of our temporal blessings we do not wonder that the Indian statesman pictured all Americans as riding around in Cadillacs and munching chocolate bars. There are times when we feel as happy as the boy who had learned to spell Mississippi; and when we can almost strut sitting down.

But love of mankind is not to be found under every flat stone. Former President Hoover has reminded us that there was a time when Social Security was found in the cellar; now the modern worry is what the Federal government is going to do about it.

We read in the Scripture that, when Joshua was old and stricken in years, the Lord reminded him: There remaineth yet very much land to be possessed. Why is it that there are so many poeple, as Thoreau said, leading lives of "quiet desperation"? And what can be done about it? There is a touching episode depicted in the not long ago best seller "Little Britches" which I should like to share with you. A vagrant trapper and the Indian Two Dog had trotted up to the door of the prairie cabin and had been invited to partake of hospitality at the family board. The trapper entered and food was placed on the table, but Two Dog squatted down outside near the leanto. Finally the mother suggested that Little Britches take a plate of food to Two Dog, and the narrative proceeds in this vein with Little Britches commenting:

"Two Dog hadn't moved an inch. He was still looking out across the bean field, but when I passed the food to him he looked up and his eyes smiled, but not his mouth. I didn't want to leave him and I didn't want to just stand there, so I sat down beside him. He didn't say a word till the plate was empty, and I didn't either. Once he put his hand over and let it drop on my knee; he lifted it slowly and let it drop twice more and said, "Friend." That was all the conversation. I guess I sat there over an hour. Then I got up and went to the house with a big love in my heart for Two Dog."

Now, I am mindful that work for the blind embraces many spheres: Education, prevention, home industries, home teaching, talking books, adjustment, rehabilitation, employment, the pre-school child, psychological and psychiatric evaluation, leisure time activities, stand program, public relations, sheltered workshop, sight saving, text book transcribing relief, treatment, surgery and physical restoration, etc. But there is one phase that is sometimes neglected—the supportive role. I mean sitting down and letting the client tell you all about it. This is one of the tools used in casework technique. What may seem almost trivial to the worker may be a crisis or a near crisis in the life of the client. The danger is that the exigency may be dismissed with a mere patter of words. Better a patient listening and a sincere desire to do something about it.

Now for a word of parting. Your ways will take you back to the desk, the typewriter, the telephone, the dictaphone, the budget, the balance sheet, the conference table, and to an hundred and one responsibilities. Good luck and more power to you. And to all—George, Calvin, Marie, Alfred, Joe, Maurice, Peter, L.L., and to all you good friends out there—and to the comrades out beyond the meadows and the clouds, Robert Irwin, Lydia Hayes, Charles Hayes, Charles Campbell, Benjamin Berinstein, Uncle Walter Holmes, Herman Immeln, Olin Burritt, Edward Allen, Randolph Latimer, William Hadley, I salute you, all, and say Hail! and farewell.

REPORTS OF COMMITTEES

REPORT OF BOARD OF DIRECTORS

ALFRED ALLEN

Secretary-General, American Association of Workers for the Blind; Assistant Director, American Foundation for the Blind

In accordance with custom, your Board of Directors is once again afforded the privilege as well as the obligation of reporting to you in connection with its stewardship of your affairs since we all met together, last July, in Washington. In doing so, we wish to grasp this opportunity to thank you all for the confidence reposed in us when we were elected to serve you, and to reiterate our high purpose to serve you and the best interests of the Association during the year ahead, and to ask for your continuing help and cooperation in so discharging our responsibilities as to reflect creditably upon the entire membership, no less than upon ourselves.

During the year now closing, we have enjoyed the loyal cooperation and support of many members who have served on many committees of the Association, and who have worked hard in the discharge of their own responsibilities. Indeed, it is through such unfailing and unremitting support that we have been able to conduct our affairs with some significant success, and we at this time publicly thank all those who have so ably carried on their own responsibilities. We should mention particularly, Dr. Francis J. Cummings and his four associates on the Ethics Committee, who have done an outstandingly fine and arduous job in reviewing the applications for the AAWB's Seal of Good Practice. It has been a difficult task, requiring four (quarterly) meetings of the entire Committee, whose members have several times travelled from different parts of the country to New York, and without any expense whatever to the AAWB. The work has involved reams of correspondence and a great amount of time, and we should all be grateful that the Committee members have taken their responsibility seriously and given so much of their time to the task involved. The Committee will make its report later this morning.

Other Committees deserving our especial thanks include the Membership Committee under the joint chairmanship of Mr. Hulen C. Walker and Mr. Philip N. Harrison, whose work speaks for itself; the Legislative Committee, also chaired by Dr. Cummings, which has had a most active year, particularly during the past few months; the Shotwell Memorial Awards Committee; the Braille Committee, whose work has now achieved significant results to be reported by Mr. Beath, later this morning, and which Committee itself is especially grateful to Miss Hooper, who serves as Secretary of the Joint Braille Committee representing ourselves and

our sister organization, the American Association of Instructors of the Blind. Miss Hooper has done a tremendous job which no other member of the Joint Committee could have done, and she merits our especial thanks today. Thanks are due also to the Program Committee and to our Host Committee, and these will no doubt be formalized in appropriate resolutions to be presented later this morning.

At the close of 1954, we had a membership of 1,018, including two Honorary Life Members. As of this morning, (including these same two Honorary Members) we have a membership totalling 1037 who come from every one of the forty-eight states, from Hawaii, Puerto Rico, Cuba, Panama, Guatamala, Mexico and the Dominion of Canada. (Thus for the ninth sucessive year our membership has shown an increase.) New memberships total 255 as against 380 last year while renewals total 782 as against 638 last year. This year, Texas is first in new members, totaling 60, Ohio is second with 32 new members, while Pennsylvania is third with 20. For the second successive year, Pennsylvania has the largest membership, with 186, New York is second with 96, while Texas is third with 94.

You will recall that last year we amended our Constitution to provide for life Memberships, upon payment of $100 cash with application. It is a pleasure to be able to report that as of today, we have enrolled 10 Life members, these being, in the order of their enrollment:

Mr. Philip N. Harrison, Harrisburg, Pennsylvania
Mr. Maurice I. Tynan, Washington, D. C.
Colonel E. A. Baker, Toronto, Canada
Dr. Newel Perry (aged 80), Berkeley, California
Mr. J. Robert Atkinson, Los Angeles, California
Dr. Francis J. Cummings, Wilmington, Delaware
Mr. J. F. Clunk, Philadelphia, Pennsylvania
Mr. Reginald Taylor, Columbus, Texas
Miss Marie Busch, Jefferson City, Missouri
Mrs. Kathryn C. Barkhausen, Denver, Colorado

We salute these pioneers and hope they will soon be joined by others.

Later this morning you will be asked to consider invitations for the 1956 meeting.

Your Board of Directors sincerely appreciates the several invitations which have been extended and wishes in your behalf to thank all those who have joined in extending these invitations. Having in mind the best interests of our nation-wide organization and recognizing the justice of attempting to move about regionally throughout the country from east to mid-west to far-west and occasionally, to Canada, your Board would like you to know that in its view the best interests of the entire membership might best be served if the convention might now consider it an appropriate time to accept an invitation for 1956 to meet somewhere on the west coast.

You will also be asked to consider proposed changes in our Constitution. It will be recalled that on Sunday night your President made reference to a newly formed Long Range Planning Committee which is charged with the responsibility of reviewing the entire structure of our work and of recommending such procedures and philosophies as may best keep us attuned to current needs. In view of the current study of our affairs now being conducted by the Long Range Planning Committee your Board would propose to the membership that it consider the advisibility of deferring action at this time on any proposed amendments to our constitution.

It may be of some interest to you to know that the Association received, some time back, an invitation to be represented at a Pan American Conference on the Welfare of the Blind and the Prevention of Blindness, to be held in Sao Paulo, Brazil, June 11 to 18, and that your Executive Committee did vote to accept the invitation and to ask your Secretary-General to represent the Association, which he was happy to do without expense of any kind to the Association, since he was in any event to be a participant on the program.

Next month, in fact from August 5, to 14, the World Council for the Welfare of the Blind, to whose General Assembly the AAWB was invited to elect two of the six United States delegates, will hold its scheduled meeting of the General Assembly, at UNESCO headquarters in Paris. Your Association some time ago adopted a formula for representation of this organization in the United States delegation, and so shortly after the adjournment

of this convention, your two representatives will be leaving for Paris. Your First Vice-President and your Secretary-General both of whom are to be active participants on the program, may be relied upon to do their best to represent the AAWB with credit and distinction:

Other members of your Board of Directors who will participate in the program in Paris in various capacities include Colonel Baker of Toronto, President of the World Council, Captain Robinson, President of the AAWB, Robert Thompson who represents AAIB and H. A. Wood as a discussant.

Fourteen years ago, your then President, acting upon instructions arising out of the 1937 convention held in Toronto, appointed a Committee of three members to serve as Permanent Trustees of the Shotwell Memorial Fund, and they have served you without interruption, ever since. Mr. Stetson K. Ryan, one of the three, is retiring from work for the blind and so has tendered his resignation from the Trusteeship of this Fund. Your Board would at this time publicly thank Mr. Ryan for his fourteen years of faithful service, as well as for his year of invaluable help to the Committee on Ethics, from which he is now also retiring. Dr. Francis J. Cummings will succeed Mr. Ryan as a Shotwell Fund Trustee.

In connection with the expiration of Mr. Ryan's term of office as a member of the Committee on Ethics it should be pointed out that your convention last year adopted a procedure which will require you this morning to elect a successor to Mr. Ryan to serve for a five year term. Your Board would respectfully suggest for your pleasure and consideration the name of Mr. H. A. Wood, Executive Secretary of the North Carolina Commission for the Blind.

We repeat again our pleasure in having been afforded the privilege of serving you during the past year, and we again renew our pledge to do our very best to continue to represent you with credit and to do everything we can to maintain the fine traditions of our growing organization.

Respectfully submitted
For the Board of Directors
ALFRED ALLEN
Secretary-General

(Following the reading of the report, Mr. J. Robert Atkinson moved its adoption. Seconded by Mr. J. Milton Johnson, the motion was voted unanimously.)

1953-1954 REPORT OF THE NECROLOGY COMMITTEE

* MRS. JULIET BINDT

Chairman, Field Worker for the Blind, Field Rehabilitation Services, State Department of Education, Berkeley, California

Only during the past twenty years has the firelight of social and vocational acceptance warmed the lives of the English speaking blind as a group. Many wonderful men and women built, sparked and stoked this fire.

Some pioneers hewed down deeply rooted oaks of predjudice and tradition. Others added to the flames only a single twig of individual misconception. There were those who only had a tiny match of selfless service, while others bore the flaming torch of enlightened progress to kindle the fire. Each was important in the over-all result.

The work is yet undone! The blaze must be higher so that its warmth of understanding will glow in all corners of the world. At conventions like this, we are challenged and inspired. As we re-dedicate ourselves to carrying on our responsibility in this great work, it is fitting that we pause and pay homage to our team-mates whose torches have gone out since last we met because they have been called into the Distant Yonder.

Murray B. Allen of Salt Lake City died August 12th at the age of 67, a victim of cancer. He is survived by his wife and a host of blind and sighted admirers. His inspiration and leadership were felt even on the international scene.

Murray Allen was born in Salt Lake City, Utah in 1886. His father was a mining man

* Visually handicapped.

and died when Murray was only 11. Although at age 4 an accident with a button hook took the sight of one eye, he did what he could after school to help support his mother and younger brother. At 14, another accident finally resulted in total blindness.

At 17, he entered the Utah School for the Blind in Ogden. At 23, he enrolled at the University of Utah and was the first Freshman to be elected editor of the school paper. As extra-curricular activities, he sold magazines to defray expenses and wrote short stories and plays for which he received acclaim. In 1913, he was the first blind person to be graduated from the University of Utah.

For eleven years he taught at the State School for the Blind. Mr. Allen was married in 1917. The following summer vacation, he and his good helpmate traveled about the State seeking the adult blind, teaching them Braille and crafts, and giving them hope for a better life. In 1920, Mr. Allen was responsible for founding the workshop for the blind in Salt Lake City, which is now housed in the beautiful Murray B. Allen Center for the Blind, opened in 1950. He served as Executive Secretary of the Utah Commission for the Blind from 1921 until he retired in 1951.

His outstanding pioneering extended beyond State borders. Mr. Allen fostered legislation that started work for the blind in Idaho. His trainees started the home teaching services in Arizona, Nevada and Wyoming.

Nationally, he is probably best known for his championship of home teaching services for the adult blind. He interested the American Association of Workers for the Blind in seeking to raise standards for this group and in Certification of home teachers as a permanent function. Mr. Allen served the A.A.W.B. as Chairman of the Professional Standards Committee and of the Board of Certification of Home Teachers. He did much to gain professional recognition for this group and to improve the services rendered by these workers, who are usually the first to open the door of opportunity to the newly blind. In 1946, he was a co-founder of the Western Conference of Home Teachers of the Adult Blind and served as its President from 1950 to 1953.

As early as 1918, he was a member of an international committee on problems of the blind.

A great pioneer has left our ranks but his tireless energy, great devotion and outstanding contributions will be long remembered and will serve as a challenge for those of us who carry on what he began.

Mrs. Alice Bretz passed away last December in New York. After losing her sight in middle life, she wrote: "I Begin Again". This book has brought inspiration, challenge and information to many, many blind persons through its ink-print, Braille and Talking Book editions.

Of her blindness, she once said: "The main point is not to whine about our troubles. I wouldn't live with a whiner and I have to live with myself."

Mrs. Bretz was made an honorary member of the Society of Women Geographers because, in pointing out new ways to help the blind, she had "explored some hitherto unknown land".

Joseph A. Corcoran, Honorary President of the Catholic Guild for the Blind of Pittsburgh, died February 18th at the age of 52. He was one of the Guild's founders in 1947 and active in promoting the spiritual and temporal welfare of the blind in the Pittsburgh area until his health failed early in 1952.

Mordecai M. Garonzik of Baltimore died last summer. Mr. Garonzik attended the Maryland School for the Blind. After graduation, he taught there and at the Maryland Workshop for the Blind for more than fifty years. He is said to have been one of the best loved blind men in Maryland. He was a member of the American Association of Workers for the Blind.

Edwin Grasse of New York, well known blind musician, died April 9th at the age of 69.

Mr. Grasse lost his sight at the age of 4. He studied violin in Brussels and won acclaim in Europe. In 1928 he was appointed organist at the Brooklyn Institute of Arts and Sciences. His violin and organ compositions have been played by leading musicians.

Mr. Grasse retired in 1940 and devoted his time to horseback riding and to occasional guest appearances for the Artists Bureau of the Associated Blind Inc.

George S. Hamm has left us. He was a teacher in the tuning department of the Alabama School for the Blind for 42 years. Mr. Hamm retired in 1947 and was confined to his bed for nearly seven years.

Clarence Hawkes, well known blind author, died in Massachusetts January 19th at the age of 84.

Although at 13, he had lost his left leg and his sight, the "Blind Poet of Hadley" published 53 books of poetry and prose and lectured during 25 years on the Chautauqua Circuit. His writings have been put into many languages, into Braille and on Talking Book records. Two well known books were: "Hitting the Dark Trail" and his autobiography, "The Light That Never Failed". He exemplified how much the blind can appreciate in nature. His writings never made him wealthy but brought him many friends. He said: "My friends are golden."

Huntington B. Henry of Chicago, member of the Board of Trustees of the Seeing Eye Inc. since 1944, died January 26th.

Mr. Henry had been a good friend since 1937. In 1953 he resigned as Chairman of the Chicago Seeing Eye Executive Board. He also was active in many other philanthropic projects.

Miss Eleanor Rose Larrison of Hinsdale, Illinois is no longer with us. She died March 20th at the remarkable age of 98.

Miss Larrison, a retired Chicago high school teacher, taught English, home economics and French for the Hadley School from 1922 until the late 1930's. She was a source of great inspiration to hundreds of correspondence students.

Miss Lillian Latimer spent her whole life serving others. After a stroke, she died February 23 in Washington D. C. at the age of 78.

Her brother, Henry Randolph Latimer, was one of the founders of the American Foundation for the Blind.

Miss Latimer was born with poor sight, which failed entirely at age 16. She took charge of her home and nursed her invalid parents for more than 20 years.

After their death, she became Assistant Field Officer of the Maryland Association of Workers for the Blind and was the first home teacher in Maryland.

When Miss Latimer's health failed in 1927, she entered the Home for the Blind in Washington D. C. and continued teaching handicraft to the residents there. She visited the sick; read to them, and told them news and stories. She also taught Braille transcribing classes at the Library of Congress. The warmth of her personality will long be missed by many people.

August Liessens of Canada, inventor of the Liessens Music Writer which enables a blind person to write staff music for the sighted, died July 7th, 1954, as the result of a stroke.

Born in Belgium some 60 years ago, Mr. Liessens was educated in the School for the Blind at Antwerp. He had a long and distinguished career as church organist and as Director of Music in schools and colleges for the sighted. He taught organ, piano, singing, violin, theory and the usual band, orchestra and choral—even marching in the band. More recently, he taught privately. For many years, music and the name of August Liessens have been synonymous in the town of Sorel, Quebec, where he has spent most of his life.

In 1953 he visited Europe and was honored by his native town as a distinguished citizen, and was also honored by his school.

The Liessens Music Writer has been of great help to skilled blind musicians and teachers in many countries. He has developed a number of other devices which have not yet been produced commercially.

His family life was of the happiest. He leaves a devoted and charming wife, two sons who are active in the music life of Sorel and several grandchildren. His was a dynamic personality. His full and varied life, with its fine contributions, will long be remembered by both the blind and sighted.

Gustavus A. Pfeiffer, a trustee of the American Foundation for the Blind since 1932, died August 22nd at the age of 81. His many philanthropies earned him wide renown and gratitude.

Mr. Pfeiffer was born in Iowa. After college he entered the pharmaceutical business in Iowa and St. Louis, Missouri. In 1916 he be-

came President of Richard Hudnut. He lived in New York but also had homes in Connecticut and Florida.

Mr. Pfeiffer was an ardent collector of chessmen. In 1938, in collaboration with Donald M. Liddell he wrote "Chessmen", published by Harcourt, Brace & Co.

Milton Potofsky of Chicago died at the age of 28 after being active in many phases of work for the blind. He lost sight in early childhood and was educated in the public schools and graduated from John Marshall Law School.

Mr. Potofsky was active in the Illinois Federation of the Blind and also was Vice President of the Association of The Jewish Blind of Chicago.

Charles E. Robinson, Ex-Superintendent of the New Foundland Division of the Canadian National Institute for the Blind, died July 8th, 1954 at the age of 55 after a long illness.

He served in the Canadian National Institute's Field Services from 1936 until he retired in 1953 because of poor health.

He was a member of the American Association of Workers for the Blind.

Miss Daisy Fiske Rogers, Consultant and Assistant Secretary of the Lighthouse of the New York Association for the Blind, died January 22nd at age 69.

For 48 years Miss Rogers had an active part in the growth of the Lighthouse and was personally responsible for many of its most unique developments. She was founder and former editor of "The Lighthouse Gleam". It was largely through her efforts that the Music School and the Lighthouse Players were established.

In 1950, Miss Rogers was decorated by the French Government with the Medaille de la Reconnaisance Francaise. In 1952, the Migel Medal for Outstanding Service to the Blind was conferred upon her and presented by Helen Keller.

Her unwavering devotion to the well-being of every blind person will long be remembered.

Miss Rogers also served as secretary for Mrs. J. Pierpont Morgan and Miss Anne Morgan.

Miss Honor Tuite of New York City died June 13th, 1954 at age 43 after an illness of only a few hours.

Although blind from infancy, she was not enrolled in the Holy Trinity Grammar School in Hackensack, New Jersey until she was 8 years old. After graduation, she did some caning and proof reading. She made a home for her widowed brother and his three small children until he remarried. Then, she held a defense job until the close of the war.

Then, finally, Miss Tuite's dream became a reality and she returned to school and in due time graduated from Columbia University. For the past three years, she has been a home teacher with the New York Association for the Blind and greatly beloved by her co-workers and pupils.

Now let us pledge to tend the fire,
To keep it burning warm and bright,
To carry on for those who've gone,
To gain the blind what is their right—
The right to work, to love, to play,
As guided by their inner sight.

Respectfully submitted
S. Ruth Barrett
Augusta Dickinson
Helen Scherer
Juliet Bindt, Chairman

(Following the reading of the report, the members stood for one minute in silent and reverent tribute to the memory of our departed colleagues.)

REPORT OF AUDITING COMMITTEE

ARTHUR V. WEIR, Chairman
General Manager, The Canadian National Institute for the Blind
Toronto, Canada

The President appointed Joseph B. Delbridge, Charles W. Foote, and Arthur V. Weir as your Auditing Committee.

Mr. Foote not being present the other members have examined the account books, invoices, bank statement, cancelled checks, and statement of income and expenditures as submitted by Miss Julia Lawson, your Treasurer, and take pleasure in submitting the following:

20 U. S. Series G. bonds in the amount of $2000.00 matured in June 1954 and these funds have been reinvested in 2 U. S. Series K. bonds of $1000.00 each. These are being held by your Treasurer in a safety deposit box at The American National Bank, Austin, Texas.

STATEMENT OF INCOME AND EXPENDITURES

GENERAL FUND

July 1, 1953 thru June 30, 1954

Cash balance July 1, 1953			$5679.46
U. S. Series G. Bonds (20)			2000.00
Total Cash and Bonds			$7679.46
INCOME:			
Life Membership		500.00	
Membership dues 1953	$ 630.00		
1954	4610.00		
1955	20.00	$5260.00	
Fees for Certification of Home Teachers	5.00		
Registration fees—1953 Convention	183.00	188.00	
Listings in 1953 Proceedings		310.00	
Interest on Series G. Bonds		50.00	
Sale of 1953 Proceedings	180.00		
Sale of Old Proceedings	38.00	218.00	
Total Income			6526.00
Total Resources			$14205.46
DISBURSEMENTS:			
Secretary-General, Honorarium		600.00	
Travel Expense		2000.00	
Printing and Stationery		444.32	
Subscription to Outlook for the Blind	972.00		
Professional Membership Dues	2.00		
Membership to World Council	100.00	1074.00	
Printing and Distributing—1953 Proceedings		2594.11	
Printing and Distributing—1954 Proceedings		130.00	
Convention Expenses 1953		100.00	
1954		240.84	
Total Disbursements			7183.27
Balance			7022.19
Cash Balance June 30, 1954 as per Bank Statement, $5322.19, less outstanding cheque of $300.00			5022.19
2 Series K. Bonds			$ 2000.00
Total Resources			$ 7022.19

Your committee also examined the records of The Shotwell Memorial Fund submitted by Mr. Francis B. Irardi chairman of the Committee of Trustees, and submit the following report:

SHOTWELL MEMORIAL FUND
STATEMENT OF INCOME AND EXPENDITURES
Year ended June 15, 1954

On Hand July 1, 1953			
Warren Inst. for Savings		$3,726.19	
4 Medals valued		300.00	$4,026.19
RECEIPTS			
From Appeals		49.00	
Interest-Warren Inst. for Savings			
Oct. 1953	51.23		
Apr. 1954	51.93	103.16	152.16
			4,178.35
DISBURSEMENTS			
Scroll		67.50	
Photostats		5.00	
1 Medal presented to Stetson K. Ryan—1954		75.00	147.50
			$4,030.85
ANALYSIS OF ASSETS			
Warren Inst. for Savings	$3,805.85		
3 Medals valued	225.00		
	$4,030.85		

(NOTE: Adoption of report moved by Mr. Weir, seconded by Colonel Baker, and carried unanimously.)

REPORT OF AAWB LEGISLATIVE COMMITTEE

*** FRANCIS J. CUMMINGS, Ph.D. Chairman**
Executive Secretary, Delaware Commission for the Blind
Wilmington, Delaware

In addition to regular meetings of the Legislative Committee, your Chairman served as its representative at a meeting in New York in December, 1953, at which the American Foundation for the Blind, the National Council of Agencies for the Blind, and the American Association of Workers for the Blind endeavored to come to a common understanding of the legislative aims of work for the blind during the current Congressional session. Another meeting, this one in Atlantic City in May, 1954 was called by the National Rehabilitation Association Association and was comprised of representatives of national private agencies concerned with rehabilitation of all types of disabled. The work for the blind was represented by delegates from the American Foundation for the Blind, the National Federation of the Blind and by Mr. Allen and your Legislative Committee Chairman on behalf of the American Association of Workers for the Blind.

In the first meeting of the Committee we drew up a list of objectives and a plan of attack. It was agreed that we would continue our efforts to secure passage of certain bills we had been supporting for several years, viz., the Keogh Bill to provide greater work opportunities for blind people, the Church Bill to prohibit interstate shipment of fireworks under

* Visually handicapped.

certain conditions, and the Warburton Bill providing for a National advisory committee to survey work for the blind and make recommendations designed to render it more effective on the federal level. But in addition and especially, we would concentrate on certain other improvements in Federal legislation affecting our work, as follows:

1. Earmarking for work for the blind 20% of Federal appropriations for vocational rehabilitation; this proportion is approximately equal to the present division of these appropriations; it was felt by the Committee, however,—and this sentiment was strongly expressed in the above-mentioned New York meeting with the Foundation and the Council—that a statutory provision would be a safeguard against the administrative whim of some future Federal director; to a certain extent, our present status in the rehabilitation picture is not well-rooted and could be swept away at any time new regulations to that end might be promulgated.

2. Extension of the exempt-earnings provisions of the Social Security Act to include fifty cents of each dollar earned beyond the now-exempt fifty dollars of earned income.

3. Provision for payment of social security benefits at time of permanent disablement.

4. Cooperation with the National Rehabilitation Association to secure passage of a new and better vocational rehabilitation act.

5. Obtaining of much-needed amendments to the Randolph-Sheppard Act.

The first step in our procedure was to seek the cooperation of certain key legislators and of representatives of sister organizations with similar interests. Particular mention should be made in this connection of Messrs. Hulen Walker, A. L. Archibald, and E. B. Whitten.

Mr. Walker of the American Foundation for the Blind in addition to serving as the Foundation's expert on legislation, served as the AAWB's Washington ear in matters legislative. Your Committee's task would have been infinitely more burdensome without the genial and effective work of Mr. Walker.

Mr. Archibald, executive director of the National Federation, was most courteous and cooperative in his relations with the Committee; indeed, taking over for a brief period prior to our Houston convention the listening-post activities of the temporarily-absent Mr. Walker. Mr. Archibald and your Chairman were amicably frank about differences in objectives, but agreed to work together vigorously in support of common objectives. This, we believe, is a sound democratic procedure.

Mr. Whitten and his staff were always available to lend us advice and support in the area of rehabilitation. It is our belief that this cooperation was a strong factor in the obtaining of considerable improvement in the Randolph-Sheppard Act.

Also, letters to members of Congress were sent out as seemed desirable, and more detailed testimony was presented to pertinent Congressional committees setting forth the point of view of our Association as forcefully as possible. Many letters came from the field, too, but not nearly enough. We strongly recommend that in the future you give heed to the legislative releases sent out by Mr. Walker from the Foundation's Washington office, and communicate with your Congressional representatives without delay—in person if possible, in writing at least.

But in addition to the letters and written testimony, several visits were made to Congress to talk to committee chairman and minority leaders to win their support for our point of view. Mr. Walker represented us as well as the Foundation at a meeting called by key members of the Labor-HEW Committee, at which attempts were made to reconcile our point of view on Randolph-Sheppard amendments and the Federation's point of view as set forth in the Wainwright Bill. The result was a compromise which, like all compromises, is completely satisfactory to neither group but represents the maximum obtainable from Congress at this session insofar as Randolph-Sheppard is concerned. (Attempts were made through the efforts of Mr. Archibald and with our support to liberalize the amendments from the Floor, but to no avail.)

And what are the results of a full year of legislative strivings? They are as follows:

1. The Church Bill, H.R. 116, was enacted into law. (P.L. 385) It is fair to assume from past experience that certain youngsters who would otherwise have been blinded by fireworks will live to enjoy eyesight.

2. Passage of the new rehabilitation act. (P.L. 565) which has the follow desirable features; (a) free agencies for the blind from subordination to state boards for vocational rehabilitation; (b) authorizes larger appropria-

tions for vocational rehabilitation of the blind and other disabled; (c) extends the privleges of Randolph-Sheppard to Federal "properties" rather than merely "buildings" and makes statutory the right of blind people to priority in the operation of vending stands on Federal properties, and of vending machines in conjunction with these stands.

3. Passage of Public Law 482 providing funds for nursing homes, rehabilitation centers, hospitals and diagnostic centers. Each state will get a proportionate allotment, but no state will receive less that $50,000. Also, moneys are provided for a survey of current status and future needs in these areas, and for this survey no state will receive less than $25,000. Rehabilitation of the blind has a real stake in this bill.

4. Attainment of the first step in the march toward social-security payments to blind people as soon as the blindness is determined to be permanent. This first step consists of a freeze of social-security rights at the time of permanent disability, but the payments still do not begin until age sixty-five (H.R. 9366).

5. And finally, considerably more funds were provided by Congress ($7,600,000) for the Institute on Neurological Diseases and Blindness to foster research that we sincerely hope will result in discovering cause and means or prevention of some of the slayers of eyesight.

Your Committee hopes you will agree that the above-listed accomplishments, though not all that might have been desired, are still worthy of your approbation.

Respectfully submitted

PHILIP N. HARRISON
JAKE JACOBSON
ROY KUMPE
NEWEL PERRY, Ph.D.
NEAL F. QUIMBY, Ed.D.
IRVIN P. SCHLOSS
H. A. WOOD
ALFRED ALLEN, Ex officio
FRANCIS J. CUMMINGS, Ph.D., Chairman

N.B. Inasmuch as rehabilitation and social-security bills were not passed until August, the foregoing contains emendations to the oral report made in Houston.

(Moved by Mr. Hulen Walker and seconded by Mr. J. Robert Atkinson, the motion to adopt the report was carried unanimously.)

REPORT OF COMMITTEE ON ETHICS

* FRANCIS J. CUMMINGS, Ph.D., Chairman
Executive Secretary, Delaware Commission for the Blind
Wilmington, Delaware

At our last meeting, the AAWB adopted a Code of Ethics to serve as a touchstone in fund-raising and other practices for agencies operating in the field of services to the blind. This Code was not hastily devised; nor was it in any sense novel. Throughout the country, for many years, more and more attention has been paid to identifying and validating the innumerable appeals of all kinds made to the public for funds for this or that apparently worthy cause. Accoringly, bureaus of certification have been established in various parts of the country to which interested individuals or groups may send inquiries as to the status of organizations making appeals for funds. The National Information Bureau in New York, the Chicago Association of Commerce and Industry's Subscriptions and Investigating Committee, and a similar committee of the Bureau of Social Service in Los Angeles are examples of such certifying bodies.

No area of service has a stronger appeal for public support than has ours. All the more opportunity, therefore, for the public to be deluded by false publicity and bilked by unworthy money-gatherers. And so your Association set out to write a Code, to preclude in some degree at least the possibility of such abuse, to which every agency desiring its approval should adhere. This Code is not a mere pious declaration, but a clear, concise statement of principles. Thus the public can turn to us, if they so desire, and inquire as to the status of any agency in our field from whom they have received appeals. No agency is, of course, obliged to apply for our Seal of Good Practice, just as no purveyor of goods is obliged to seek the approval of Good Housekeeping Magazine or of the American Medical Association or of other groups who

* Visually Handicapped.

offer similar certifying services. But those who do apply and who can proudly exhibit the Seal are, we believe, on more solid ground and can do their fund raising with more assurance and confidence.

Your Committee on Ethics was elected after the adoption of the Code and immediately went into an organizational meeting at the Statler Hotel. We early realized the tremendous weight of the responsibility that had been laid upon us. Clear and definite though the Code might be, we saw before us many problems that it would be our heavy task to solve. We early realized that we would have to set up standards for our own guidance in applying the principles of the Code. We all agreed that, this first year especially, we should lean away from over-stringency in our deliberations.

And so we went to work. We had five meetings during the year, one in Washington, three in New York, and one in Houston. But we early set up a system that would eliminate the necessity of withholding approvals until our scattered personnel could get together. A "round robin" system, whereby applications were processed around a set circuit simplified our task somewhat and got our answers back to applicants much sooner. Only those applications on which we could not agree were held over for the next meeting. The system worked extremely well, so well that we have been able to process 36 applications from agencies in all parts of the country, approving 30 and withholding approval on 6. Every application has been passed on within 60-90 days. A list of the names of the agencies who have been granted the Seal is appended to this report and will be read for you by the Secretary-General when I have finished.

As your Committee was confronted by problems, it was not always clear how much authority had been delegated to us by the Association. We have tried to limit ourselves but no doubt there will be those to whom certain of our decisions may appear arbitrary. If so, be assured that good will was not lacking: the failing, if failing it be, was one of human frailty. We should wish that the Association could make for us an all-inclusive set of guiding principles, but with the great diversity in structure of the agencies we are dealing with, this would obviously not be possible. Meantime, we have set up some standards for ourselves, understanding, of course, that they will be added to or subtracted from as experience dictates. They are as follows:

1. Twenty-five percent of funds raised would seem sufficient for cost of fund raising, though as much as 40% might be justified in some cases. Costs above 40% appear to us excessive, and we recommend that agencies wishing the Seal stay under this maximum. Cost of office space may be excluded when computing percentage, but bequests and income from investments should be excluded when computing total of moneys raised.

2. All moneys raised must be spent for the purpose for which they were solicited. If a justifiable shift is to be made, then the donors should be so notified.

3. Board members should not be compensated for services. No more than one paid staff member should serve as member of the governing body.

4. Publishers of braille periodicals should check their subscription lists at least once a year to ascertain whether or not their publications are still desired.

5. An agency to be eligible for the Seal should consist of not less than three employees in the categories administrative, professional, technical, and must have been operating for at least two years.

6. Service reports should reflect volume of service in each area where service is claimed. They should be available to the public and should contain a statement of receipts and expenditures or an indication of where such information might be obtained.

7. Four meetings a year of Board and/or Executive Committee is considered a minimum.

8. Vacancies on the Board of a private agency should be filled by election, not by appointment, except perhaps on a temporary basis.

9. The information as to whether an agency has or has not been approved by the Committee on Ethics will be given on inquiry by other certifying groups, but no confidential material submitted with the application will be divulged to any one.

10. Sixty (60) days before the expiration of the approval period notices and abbreviated reapplication forms should be sent to all agencies having the Seal.

As indicated above, the decalogue is not

eternal, but it's all we've worked out a present. Without some kind of guide, we couldn't go on with our work. Nor without some kind of administrative and clerical assistance either. Having no money for staff, we had recourse to the beneficence of the American Foundation for the Blind. Mr. Barnett put at our disposal the services of Mr. Allen and his office staff. It is to him and to Miss Frankenthaler of his office that we are deeply indebted for facilitating our task in processing the reams of paper and the encyclopedias of information that we have had to deal with. I am sure your thanks may be joined to ours for this invaluable cooperation. My thanks also go out to each of my fellow Committeemen and especially to our efficient Secretary, Miss Marjorie S. Hooper, and to our hard-working percipient colleague, Mr. Ryan, who leaves the work after this year and will not be one of us when we tackle the next shipment of documents.

Respectfully submitted:
STETSON K. RYAN
ALFRED L. SEVERSON
M. ROBERTA TOWNSEND
MARJORIE HOOPER, Sec'y
F. J. CUMMINGS, Chairman

AGENCIES APPROVED FOR THE AAWB SEAL OF GOOD PRACTICE

American Foundation for the Blind
American Printing House for the Blind
Boston Aid to the Blind
Cleveland Society for the Blind
Kentucky Workshop for the Blind
Cambria County Branch, Pennsylvania Association for the Blind
Philadelphia Branch, Pennsylvania Association for the Blind
Massachusetts Division for the Blind
Michigan Services for the Blind
New York Association for the Blind
Iowa Commission for the Blind
Chicago Lighthouse for the Blind
Braille Institute of America
Kansas Division of Services for the Blind
Allen County (Indiana) League for the Blind
Washington Society for the Blind
Leader Dogs for the Blind
American Foundation for Overseas Blind
Colorado Division of Services for the Blind
Cincinnati Association for the Blind
Alabama Institute for the Blind—Adult Blind Department
New York Guild for the Jewish Blind
Canadian National Institute for the Blind
Pennsylvania Association for the Blind—Harrisburg
Minneapolis Society for the Blind
Protestant Guild for the Blind
Industrial Home for the Blind
New Hampshire Association for the Blind
The Seeing-Eye
Blair-Centre Branch, Pennsylvania Association for the Blind

(NOTE:Adoption of report moved by Dr. Cummings, seconded by Mrs. Hahnel and carried unanimously.)

REPORT OF BOARD OF CERTIFICATION OF HOME TEACHERS OF THE BLIND

ALFRED ALLEN, Secretary
New York, New York

We are pleased to offer for your approval the names of successful candidates who have satisfied all the requirements for certificates granted by the AAWB to such Home Teachers of the Blind as can meet the requirements adopted by this Association and in so doing, we wish to congratulate the successful candidates, and to express the hope that they will devote themselves faithfully to the service of the blind, to whose service we are all dedicated. We also attach statistics covering all certificates granted to date.

Class I Certificates

Mrs. Julia Bailey, Grand Rapids, Michigan
Mr. William Roslyn Barnes, Winnipeg, Manitoba

Mrs. Martha B. Campbell, Philadelphia, Pennsylvania
Miss Beatrice Horn, Toronto, Ontario
Miss Margaret Milne, Toronto, Ontario
Miss Catherine E. Powell, Winnipeg, Manitoba
Mr. R. Joseph Raynolds, Greensburg, Pennsylvania
Miss Lucille Savoie, Norwood, Manitoba
Miss A. Marie Schroyer, Norristown, Pennsylvania
Mr. Julian Siewierski, Nottingham, Pennsylvania
Miss Betty Sigle, Binger, Oklahoma
Mrs. Elizabeth Barrett Sturdivant, Roanoke, Virginia
Miss Margot Tate, Dundas, Ontario

Since the first award of certificates in 1945 the Board has issued certificates as follows:

Class I	160
Class II	9
Service	52
Total	221

Respectfully submitted,

Miss M. Roberta Townsend
Alfred Allen, Secretary
Dr. Berthold Lowenfeld, Chairman

(Note: Adoption of report moved by Alfred Allen, seconded by Mr. Joseph Clunk and carried unanimously.)

REPORT OF THE BRAILLE COMMITTEE

*** R. W. BEATH, Chairman**
Chief Librarian, Canadian National Institute for the Blind, Toronto, Ontario

At the 1950 Convention of the AAWB, held in Salt Lake City, Utah, a resolution was passed creating a 3-member Braille Committee under the chairmanship of Dr. Francis Cummings and with Mr. Alfred Allen and myself as members. Due to the pressure of other work, Dr. Cummings retired from the committee, and his responsibilities devolved on myself. Bernard Krebs was appointed to complete the committee. This committee was to form part of a Joint Uniform Braille Committee, along with 3 members from the AAIB. The members appointed from the instructors were Miss Marjorie S. Hooper from the American Printing House for the Blind, Mr. Louis W. Rodenberg from the Illinois School for the Blind and Mr. Paul J. Langan, Superintendent of the Kentucky School for the Blind.

It is realized that Braille is a highly sensitive area to those thousands of blind people who use it constantly for reading and writing. I would therefore like to emphasize the fact that each of the 6 committee members is vitally interested in Braille. The 3 blind members, Mr. Krebs, Mr. Rodenberg and myself, have of course depended on Braille throughout our lives. Miss Marjorie Hooper, although sighted, was educated in a school for the blind where her father was superintendent, and she is now Braille editor of the American Printing House for the Blind. Prior to his work at the AFB., Mr. Alfred Allen put vast quantities of Braille on paper through his years of service at the Hadley Correspondence School for the Blind, and Mr. Paul Langen, Chairman of the Joint Committee, is constantly in demand at his school for the Brailling of High school exercises, required for the students attending the local High Schools. From this you will realize that we are all keenly aware of the care which must be exercised when dealing with the problem of Braille, and let me here assure you that no drastic changes which will be upsetting to Braille readers are contemplated.

The plan of action, adopted by the committee, was to get as much help as possible from Braillists throughout the country. Towards this end questionaires were sent to stereo-typists, transcribers, home teachers and many other Braillists, asking for suggestions, and we would like to thank all those who gave such excellent cooperation in making suggestions. A mass of material was accumulated through this means. The work of sorting and classifying this material and counting the duplicated suggestions, etc., fell very heavily

* Visually handicapped.

on the shoulders of Miss Hooper, who acted as secretary of the committee. However, this work was finally accomplished and we feel it has placed our work on the most democratic basis possible.

The first practical result came from the Sub-Committee on Mathematics, which was established by the Joint Uniform Braille Committee under the chairmanship of Mr. E. J. Waterhouse, Superintendent of Perkins Institution for the Blind. This committee perfected and published the Nemeth Code of Braille Mathematic Notation. This code is named after its inventor, a brilliant young blind mathematician of New York City, Abraham Nemeth. Already some mathematical texts have been printed in this system and are in use in schools for the blind. Others will soon follow. The Nemeth Code is for exclusively mathematical books. It eliminates the Number Sign and employs the first ten letters of the alphabet, written in the lower cell, as figures. Its very complete list of mathematical symbols facilitates the study of higher mathematics by the blind student to a degree never before possible.

The Sub-Committee on Braille Musical Notation under the chairmanship of Louis Rodenberg has also been active. So far nothing final has been accomplished. However, some members of the committee will be in Paris, trying to obtain international status and uniformity in Braille music.

A suggested revision of the Manual for Standard English Braille, Grades I and II, has been issued by the committee. As previously stated, this revision does not suggest any drastic alterations in Braille. However, it does re-organize the material in the manual in the hope that it may be more easily understood. The number of rules has been reduced from 38 to 15. It is most probable that the average Braillist, reading a book stereotyped according to the Revised Manual, would scarcely notice any changes, excepting we hope he would have a feeling of greater satisfaction from the smoother flow of the Braille. The chief objective of the committee has been to produce a Braille which will give the maximum satisfaction to the finger reader.

I would recommend that the suggested Revised Manual of Standard English Braille, Grades I and II, as published by the Joint Uniform Braille Committee be approved by this convention as the basis for negotiations with the British Uniform Type Committee, in an effort to arrive at a Uniform Revised Manual. Such a Uniform Braille Manual would be beneficial to Braillists throughout the English-speaking world.

Respectfully submitted,
R. W. Beath, Chairman

(Following the report, Mr. Beath, seconded by Mr. J. Robert Atkinson, moved the acceptance of the report and the recommendations therein contained, and granting to the Committee the power to negotiate with the British, and to act in its best discretion as AAWB representatives. The motion was carried.)

REPORT OF RESOLUTIONS COMMITTEE

H. A. WOOD, Chairman
Executive Secretary, North Carolina State Commission for the Blind

Your Resolutions Committee has sought to include in its report all resolutions presented which were consistent with the constituted purposes of the American Association of Workers for the Blind. These resolutions have been carefully studied by the Committee and the following are presented for your consideration at this time.

The Resolutions Committee would like to have it understood that this report includes the request that our Secretary-General inform the appropriate people, organizations and agencies of the sentiments of this convention as expressed in these resolutions, according to his usual good judgment.

— 1 —

In the friendly atmosphere of this, the 28th convention of the American Association of Workers for the Blind, we hereby make a matter of record our genuine thanks and appreciation to those individuals, committees and organizations who have, through their combined efforts, made this a most successful

meeting. The details of planning and execution are legion in number and time and patience consuming in nature. We feel that a worthwhile job has been accomplished.

To our hosts: Beaumont Industries for the Blind, Dallas County Association for the Blind, El Paso Association for the Blind, Ex-Students Association of Texas, Harris County Association for the Blind, Lighthouse for the Blind of Fort Worth, McLennan County Association for the Blind, San Antonio Association for the Blind, Texas Commission for the Blind, Texas School for the Blind, and the Travis Association for the Blind;

And particularly to our volunteers: Delta Gamma Sorority, Gulf Women's Club, Zonta Club of Houston, the Junior Deputies, and the Houston Central Lions Club;

To all of you we are deeply grateful for your unstinted effort to the end that we will long remember our convention and visit in Houston as a safe and happy one.

Especially do we thank Mr. William S. Wood, Chairman and each member of his Host Committee for the work they did in making our stay in Houston so pleasant. To Mr. George Adams, Executive Assistant Manager to his entire staff of the Rice Hotel we express our gratitude for the countless acts of courtesy and service. To our esteemed and efficient Secretary-General, Alfred Allen, we renew our thanks and find it comforting to be able again to rely on his good offices to see that appropriate letters are written to individuals and organizations indicated in this resolution.

—2—

The American Association of Workers for the Blind re-emphasizes its long established policy of diligently supporting all measures which would assure equal opportunities to all blind persons regardless of race, creed and color; and we recognize the increasing demand for specially trained professional workers needed to insure the realization of equal opportunities for all blind people, and urge all members of this Association to work toward the achievement of this goal.

—3—

This convention wishes to make it a matter of record that we endorse the action of the National Council of State Agencies for the Blind, and approved by the members of Group E, and similar action by the Chairman of the Legislative Committee of this Association, in sending to members of the Congressional Conference Committee on Vocational Rehabilitation Bills a statement urging the deletion of proposed legislation that would prohibit the operation of sub-marginal vending stands.

—4—

This Association extends to Dr. Ignacio Morones Prieto, Minister of Health and Welfare of Mexico, its heartiest congratulations on the creation of a Bureau of Rehabilitation, and the initiation of a well-rounded program for blind children and adults in the Institute for Rehabilitation of the blind within this Bureau.

—5—

This Convention requests its Officers and the members of the Board of Directors to give serious consideration to implementing a procedure by which employers who have given special consideration to employing blind people will be given national recognition by this Association through the form of a presentation to the selected employer of an appropriate citation for his service to blind employees.

—6—

This Convention instructs its Officers and members of the Board of Directors, through a properly appointed committee, to explore the possibility of securing from National Labor Leaders a uniform national policy with respect to the employment of blind people in unionized occupations.

Respectfully submitted,

George J. Emanuele
Donald W. Perry
Mrs. Geraldine Rougagnac
Winfield S. Rumsey
H. A. Wood, Chairman

(Note: The convention voted to dispose of each resolution separately, and Resolutions 1 through 5 were carried unanimously. Following discussion pro and con, resolution 6 was put to a vote and failed by a vote of 53 against, 40 for.)

BUSINESS MEETINGS

The annual Business Meeting on Friday morning, July 16, opened with a report from the Board of Directors and was followed by reports of the committees on Necrology, Auditing, Legislation, Ethics, the Board of Certification of Home Teachers, Braille, and Resolutions, all of which appear elsewhere.

ELECTION OF MEMBER OF ETHICS COMMITTEE

To fill the vacancy brought about by the expiration of the term of Mr. Stetson K. Ryan, Mr. J. F. Clunk, seconded by Mr. Hulen Walker, moved the election to the Committee, for a five-year term, of Mr. H. A. Wood, Executive Secretary, North Carolina Commission for the Blind. There was no other nomination and the motion was carried without a dissenting vote and Mr. Wood was declared duly elected.

PROPOSED AMENDMENTS TO THE CONSTITUTION OF THE AAWB

The Convention then considered two proposed Constitutional amendments, one of which would have dropped the Immediately surviving Past President from membership on the Board of Directors; the other of which would have automatically eliminated any group (and thus dropped its representative on the Board of Directors) which failed to maintain a minimum membership of 50. During the ensuing discussion it was pointed out that the Board of Directors had suggested that in the light of the study of the affairs of the Association currently being made by a Long Range Planning Committee, it might be advisable to make no present change in the Constitution but to await the recommendations of the Committee, with respect to the Constitution and other matters. Mrs. Juliet Bindt of California moved that the convention accept the recommendation of the Board and postpone until some future meeting any consideration of constitutional changes. Seconded by Mr. Harry Delany of Georgia, the motion was carried.

(NOTE: Proposed additions are italicized; proposed deletions are enclosed in parentheses.)

Article V—Board of Directors

Section 1. There shall be vested in a Board of (fifteen) Directors the authority to govern this Association by directing its policies and operations in all matters relating to the purpose for which it has been formed.

Section 2. The Board of Directors shall be composed of the elected officers of the Association (the immediately surviving Past President of the Association,) and one member from each of the (nine) groups set forth in Article III Section 2 hereof, who shall serve

for four years, except that the Directors elected from the groups set forth in Article III, Section 2, Sub-sections a through d, shall be continued for two years, with all subsequent elections for a term of four years, and all Directors elected from the groups set forth in Article III, Section 2, Sub-sections e through i shall be elected for four years, and all subsequent elections under Article III, Section 2 hereof, shall be for a term of four years. Each group shall elect its own Director at the meeting at which the term of its Director expires. The terms of all Directors shall begin at the conclusion of business on the last day of the meeting at which they are elected.

Section 3. All groups under Article III, Section 2 hereof, shall elect their Chairman and Secretary at each meeting in odd-numbered years, who shall serve until their successors are elected and qualify on the last day of the meeting, as is provided in Article IV.

Section 4. In the event of contests for elections, voting for Board Members and (Section) *group* officers shall be by secret ballot should the members of the (section) *group* so desire. A Board member elected by a (section) *group* shall not be eligible to succeed himself.

Section 5. In the event that any group shall fail to maintain a minimum enrollment of fifty members during the two-year period preceding the conventions held in odd-numbered years, such group shall be automatically dissolved.

(NOTE: Mrs. Juliet Bindt moved that the convention defer action on these proposals, as recommended by the report of The Board of Directors. Mr. Harry Delaney of Georgia seconded the motion, and it was carried by a voice vote, with a number of dissenters voting Nay.)

INVITATIONS FOR 1956

The following invitations were received for the Association's 1956 meeting:

From The Georgia Factory for the Blind, Bainbridge, Georgia, to meet in Atlanta. (This invitation was brought forward from 1952 and 1953.)

From Mr. J. Robert Atkinson of Los Angeles, California to meet in Los Angeles.

From Mr. Allan Sherman of Cleveland, Ohio, to meet in Cleveland. (This had also been extended in 1953 and renewed this year.)

From Mr. Joseph F. Clunk of Philadelphia, Pennsylvania, to meet in Philadelphia in 1956 or any subsequent year chosen by the Association.

Spokesmen for each invitation were given an opportunity to speak in behalf of their cities, and after all had concluded the convention called for a vote.

California's invitation received 68 votes, with Cleveland receiving 53 and Atlanta 4 (Philadelphia withdrew) whereupon Mr. L. L. Watts of Virginia moved that the convention unanimously accept the invitation to meet in Los Angeles in 1956. The motion was carried with no dissenting vote heard.

ADJOURNMENT

President Robinson in closing remarks thanked all those in attendance for their attention and cooperation in assuring a smooth functioning meeting, and adjourned the meeting until Sunday evening, June 19, 1955, at the Chateau Frontenac Hotel, Quebec City, Quebec, Canada.—A.A.

MISCELLANEOUS

REGISTRATION STATISTICS

	Members	*Visitors*	*Total*
Alabama	6	—	6
Arizona	4	2	6
Arkansas	9	2	11
California	7	2	9
Colorado	4	—	4
Connecticut	1	—	1
Delaware	4	—	4
District of Columbia	7	1	8
Florida	6	—	6
Georgia	9	—	9
Idaho	—	—	—
Illinois	6	2	8
Indiana	2	3	5
Iowa	2	—	2
Kansas	3	—	3
Kentucky	5	2	7
Louisiana	1	2	3
Maine	—	—	—
Maryland	1	1	2
Massachusetts	3	—	3
Michigan	—	—	—
Minnesota	4	1	5
Mississippi	1	1	2
Missouri	12	—	12
Montana	—	—	—
Nebraska	2	1	3
Nevada	—	1	1
New Hampshire	—	—	—
New Jersey	5	1	6
New Mexico	2	—	2
New York	27	4	31
North Carolina	31	5	36
North Dakota	—	—	—
Ohio	12	4	16
Oklahoma	6	1	7
Oregon	—	—	—
Pennsylvania	14	1	15
Rhode Island	1	—	1
South Carolina	1	—	1
South Dakota	—	—	—
Tennessee	—	—	—
Texas	78	59	137
Utah	3	2	5
Vermont	1	—	1
Virginia	12	—	12
Washington	1	—	1
West Virginia	1	1	2
Wisconsin	—	—	—
Wyoming	—	—	—
Mexico	2	—	2
Cuba	—	—	—
Guatemala	—	—	—
Hawaii	—	—	—
Panama	—	—	—
Puerto Rico	—	—	—
Canada	12	7	19
(Alberta	1	—	1)
(British Columbia	3	1	4)
(Ontario	8	6	14)
Totals	308	106	414

MESSAGES OF GREETING

SALT LAKE CITY, UTAH
JULY 11

WONDERFUL MEMORIES MINE TODAY. WISHING ALL VERY PLEASANT SUCCESSFUL CONVENTION.

ELGIVA F. ALLEN
MRS. MURRAY B. ALLEN

FOREST HILLS, N. Y.
JULY 11

REGRET NECESSARY ABSENCE. GREETINGS TO ALL AND BEST WISHES FOR SUCCESSFUL OUTCOME OF CONVENTION GOALS.

O. LEONARD LARSEN, DIRECTOR
GUIDE DOG FOUNDATION FOR
THE BLIND

MEMBERSHIP ROSTER

MEMBERSHIP ROSTER—1954

Key to Classification

a. Executive heads of agencies doing city-wide, county and local work for the blind, executive heads of workshops and industrial homes for the blind and executive heads of homes for the blind.
b. Rehabilitation specialists, placement agents and field officers for the blind, except Business Enterprise Specialists.
c. Home Teachers and social workers other than home teachers engaged in work with the blind.
d. Lay and non-professional group. (This group shall be composed of persons employed in work for the blind or prevention of blindness on a non-professional level, and any other persons interested though not employed in work for the blind or prevention of blindness.
e. Executive heads of any Commission or Association doing statewide work for the blind.
f. Executive heads of national agencies for the blind and professional staff members.
g. Executive heads of residential and day-school classes for the blind, and teachers in residential and public-school classes for the blind.
h. Librarians for the blind. Administrative heads of publishing house for the blind and all others engaged or interested in publishing for the blind in any process.
i. Business Enterprise Specialists for the blind.

Explanation of Symbols

¶Deceased.
*Visually handicapped.
‡Present and registered at Houston Convention.
†Honorary Life Member.
§Life Member.

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‡ALEXANDER, Mrs. Louise (d)
Fairfield, Virginia.

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CARD, Mrs. George (d)
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	New	*Renewals*	*Total*		*New*	*Renewals*	*Total*
Alabama	6	7	13	New Hampshire	—	3	3
Arizona	2	5	7	New Jersey	4	11	15
Arkansas	3	15	18	New Mexico	3	2	5
California	4	23‡	27	New York	15	83	98
Colorado	3	5†	8	North Carolina	12	42	54
Connecticut	1	8	9	North Dakota	—	1	1
Delaware	—	17†	17	Ohio	33	26	59
District of Columbia	5	29*†	34	Oklahoma	6	4	10
Florida	10	34	44	Oregon	—	2	2
Georgia	4	14	18	Pennsylvania	20	166‡	186
Idaho	—	1	1	Rhode Island	—	4	4
Illinois	3	30	33	South Carolina	1	2	3
Indiana	—	5	5	South Dakota	—	2	2
Iowa	—	3	3	Tennessee	13	8	21
Kansas	3	9	12	Texas	61†	34	95
Kentucky	2	5	7	Utah	1	3	4
Louisiana	10	5	15	Vermont	—	3	3
Maine	—	1	1	Virginia	5	22	27
Maryland	—	14	14	Washington	1	5	6
Massachusetts	2	21	23	West Virginia	—	4	4
Michigan	4	10	14	Wisconsin	1	7	8
Minnesota	1	8	9	Wyoming	—	1	1
Mississippi	1	—	1	Canada	12	57*†	69
Missouri	3	19†	22				
Montana	—	2	2				
Nebraska	—	4	4				
Nevada	—	1	1				

* Includes 1 Honorary Life Member
† " 1 Life Member
‡ " 2 Life Members

	New	*Renewals*	*Total*		*New*	*Renewals*	*Total*
Cuba	—	1	1	Panama	1	—	1
Guatemala	—	1	1	Puerto Rico	—	1	1
Hawaii	1	2	3				
Mexico	2	—	2	Total	259	792	1051

Group Membership

Group A	129	G	54
B	143	H	54
C	226	I	31
D	276		
E	57	Total	1051
F	81	(as of August 30, 1954)	

DIRECTORY OF

NATIONAL AGENCIES FOR THE BLIND

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND

ALFRED ALLEN, *Secretary-General*
c/o American Foundation for the Blind, Inc.
15 West 16th Street, New York 11, New York

OFFICERS (1953-1955)

Captain M. C. Robinson, Vancouver, B. C., *President*
Joseph F. Clunk, Philadelphia, Pennsylvania, *First Vice-President*
Hulen C. Walker, Washington, D. C., *Second Vice-President*
Alfred Allen, New York, New York, *Secretary-General*
Julia Lawson, Austin, Texas, *Treasurer*

Founded in 1895 as the Missouri National College Association, changed in 1896 to The American Blind People's Higher Education and General Improvement Association, the organization took its present name in 1905—the American Association of Workers for the Blind.

The purpose of the Association is "to render all possible assistance to the promotion of all phases of work for, and in the interest of, the blind, and to the prevention of blindness, throughout the whole of the Americas, the Territory of Hawaii and the insular possessions of the United States."

All persons in the Americas, the Territory of Hawaii and the insular possessions of the United States interested in the welfare of the blind or in the prevention of blindness are eligible to membership in the Association. The membership is divided into nine sectional groups of specific interests for the purpose of representation on the Board of Directors of the Association, and for round-table discussions. The Association is maintained by individual membership dues of $5 annually payable in January. Annual conventions are held, usually in June or July. All members receive a printed copy of the published proceedings of conventions.

The authority to govern the Association, by directing its policies and operations in all matters relating to the purpose for which it has been formed, is vested in a Board of fifteen Directors, composed of the five elected officers, the immediate Past President and one representative from each of the sections.

Various standing committees of the Association may work jointly with corresponding committees of the American Association of Instructors of the Blind, and with the American Foundation for the Blind.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND

JOSEPH J. KERR, *Secretary-Treasurer*
c/o Overbrook School for the Blind
Philadelphia, Pennsylvania

OFFICERS AND DIRECTORS (1954-1956)

JOHN C. LYSEN, Faribault, Minnesota, *President*
ROBERT N. THOMPSON, St. Louis, Missouri, *First Vice-President*
DONALD W. OVERBEAY, Vinton, Iowa, *Second Vice-President*
JOSEPH J. KERR, Philadelphia, Pennsylvania, *Secretary-Treasurer*
LEONARD CHARD, Lansing, Michigan
MISS LOIS COX, Spartanburg, South Carolina
MRS. MARION H. GREW, Vancouver, Washington
MISS NANNIE POSTEN, Baton Rouge, Louisiana
J. M. WOOLLY, Little Rock, Arkansas

Founded in 1853 as the American Instructors of the Blind, the Association held its second meeting in 1871, and the next in 1872, at which time its name was changed to the present form. Meetings have been held biennially, with one or two exceptions, since that time, on the even years, usually in June. Conventions are usually convened at the various schools for the blind, on invitation, the time and place being determinted by the Board of Directors. Membership is open to any who are interested in the education of visually handicapped children.

The distribution of the Proceedings of the Association is made upon a pro rata basis arranged for in the By-laws, and the Board of Directors is directed to provide for the sale of additional copies at cost to members or others as desired, and for the gratuitous distribution to honorary and corresponding members, college and public libraries in the United States and Canada, institutions for the blind in foreign countries, and to such other organizations as in their judgment shall be so complimented.

The Association concerns itself with all problems relating to the education of the blind. In addition to its deliberations at the biennial conventions of the whole Association, special committees engage in constant research in such fields as Braille, vocational guidance, teacher certification, school curricula, etc.

AMERICAN BIBLE SOCIETY

450 Park Avenue, New York 22, N. Y.

OVER A CENTURY OF SERVICE TO THE SIGHTLESS

Beginning in 1835, the American Bible Society has continued increasingly to bring the Bible to the Blind in each system of embossed reading as it came into use.

During its 119 years, the Society has distributed the Scriptures to the sightless in 37 languages and systems.

The Bible Society has always supplied the embossed Scriptures and Talking Book records at a very small fraction of their cost and often as a full donation to the Blind.

For full information concerning

THE BIBLE
in Braille Grade 1½ in 20 volumes
in Braille Grade 2 in 18 volumes
in the Moon system in 58 volumes
on Talking Book records on 170 records

The Old Testament (King James Version)—130 Records

1 Bk, Genesis	8 records	19 Bk, Psalms	10 records
2 Bk, Exodus	7 records	20 Bk, Proverbs	4 records
3 Bk, Leviticus	5 records	23 Bk, Ecclesiastes and Song of Solomon	2 records
4 Bk, Numbers	7 records	24 Bk, Isaiah	7 records
5 Bk, Deuteronomy	5 records	25 Bk, Jeremiah	8 records
6 Bk, Joshua	4 records	26 Bk, Lamentations	1 record
7 Bk, Judges	4 records	27 Bk, Ezekiel	7 records
8 Bk, Ruth	1 record	28 Bk, Daniel, Hosea and Joel	4 records
9 Bk, I Samuel	5 records	29 Bk, Amos	1 record
10 Bk, II Samuel	4 records	30 Bk, Obadiah and Jonah	1 record
11 Bk, I Kings	5 records	31 Bk, Micah and Nahum	1 record
12 Bk, II Kings	5 records	32 Bk, Habakkuk, Zephaniah and Haggai	1 record
13 Bk, I Chronicles	5 records	51 Bk, Zechariah and Malachi	2 records
14 Bk, II Chronicles	6 records		
16 Bk, Ezra and Nehemiah	4 records		
17 Bk, Esther and Job	6 records		

The New Testament (King James Version) on 40 Records

33 Bk, Gospel of St. Matthew	5 records	43 Bk, I and II Thessalonians	1 record
34 Bk, Gospel of St. Mark	3 records	44 Bk, I and II Timothy	1 record
35 Bk,Gospel of St. Luke	5 records	45 Bk, Titus, Philemon and Hebrews	2 records
36 Bk, Gospel of St. John	4 records	46 Bk, James	1 record
37 Bk, Acts of Apostles	5 records	47 Bk, I and II Peter	1 record
38 Bk, Romans	2 records	48 Bk, I, II and III John and Jude	1 record
39 Bk, I and II Corinthians	3 records	49 Bk, Revelation	3 records
40 Bk, Galatians	1 record	50 Bk, Small Volume of Scripture Passages	2 records
41 Bk, Ephesians	1 record		
42 Bk, Philippians and Colossians	1 reward		

A BRAILLE CONCORDANCE

please write to American Bible Society, BLIND DEPARTMENT, 450 Park Avenue, New York 22, N. Y.

AMERICAN FOUNDATION FOR OVERSEAS BLIND

Chartered in 1919

22 West 17th Street, New York 11, N. Y.

The American Foundation for Overseas Blind, successors to the American Braille Press for War and Civilian Blind which was founded in World War I, has since maintained an uninterrupted service to the blind. Its income is derived from endowments, contributions, special appeals and from the non-profit sale of special appliances to organizations and blind individuals.

A field headquarters is maintained at 14 Rue Daru, Paris, France, where special apparatus including braille printing machinery, braille typewriters and slates, games and embossed maps are manufactured. Training courses are held for braille music transcribers and a monthly French-language magazine is published. Office accomodations and other services are granted to several national and international organizations providing services to the blind.

Its purpose is to expand the field of opportunity for blind persons throughout the world by assisting in the establishment of special services where they do not already exist and progressive improvement of standards in all other areas. The methods by which this purpose is achieved include:

1. The provision of special educational equipment for schools for the blind, vocational aids for workshops and training centers, material for library services, and specially designed recreational and domestic appliances.

2. The establishment of printing plants for the manufacture of braille text books, journals, magazines, general literature and assistance towards the wide distribution of such literature at prices the blind can afford.

3. Giving counsel and guidance to governmental and private agencies for the blind abroad concerning the modernization and improvement of their services through the introduction of up-to-date techniques. Such counsel is given by visiting members of its staff, the provision of professional literature or by the introduction of demonstration projects.

4. Maintaining a vital sight-saving and welfare service for the blind in Formosa to convince governments and peoples of trachoma-ridden countries that the disease can be eliminated.

5. The grants of study fellowships and courses of observation to workers for the blind in underdeveloped areas who wish to become familiar with general or specific aspects of work in more advanced countries.

6. Co-operation with the United Nations, its specialized agencies and other international organizations with a view to assisting governments throughout the world to improve educational, working and living conditions for their blind citizens.

To prevent duplication and to assist indigenous workers to operate their own programs the American Foundation for Overseas Blind channels its services to the blind through local agencies, committees or governmental departments.

AMERICAN FOUNDATION FOR THE BLIND

15 West 16th Street, New York 11, N. Y.

THE AMERICAN FOUNDATION FOR THE BLIND is a national private agency whose purpose is to promote increasingly and uncompromisingly the interests of the blind. It is principally maintained by the Helen Keller Endowment Fund, contributions from interested patrons and grants from other research foundations.

Among its activities are: Research; Consultation services; special service to blind individuals; Publications; Library service; Scholarships and fellowships; Professional development.

RESEARCH ACTIVITIES. Studies in the education and rehabilitation of the blind, in vocations for the blind, in statistics and legislation affecting the blind, and in other subjects relating to the improvement of services for the blind.

Development of mechanical appliances used by the blind, including continued improvement of recorded literature for the blind.

CONSULTATION AND FIELD SERVICE. Comprehensive information and the advice of experienced workers is available to agencies and schools for the blind on education, community planning, home teaching, vocational rehabilitation, the deaf-blind, the war-blinded, the preschool blind child, special aids and appliances and other phases of work for the blind.

Assistance to state and community agencies in presenting the needs of the blind to government officials, legislators, and the public; organization of new activities on behalf of the blind where needed; surveys in which an evaluation is made of existing services to blind adults and children, and, when necessary, recommendations made for improvement of such services.

SPECIAL SERVICES TO BLIND INDIVIDUALS. Arrangements for "one-fare" privileges for blind persons and their guides on railway and bus lines.

Sale of braille dial watches and other tools and aids for the blind at cost.

PUBLICATIONS. Publications of special interest to workers for the blind and to the blind: *The New Outlook for the Blind,* in braille and inkprint; and *Touch and Go,* in braille for the deaf-blind; *Directory of Activities for the Blind in the United States and Canada* (biennially).

Other books and pamphlets of professional interest to workers for the blind.

LIBRARY SERVICE. Facilities of a reference and lending library containing more than 10,000 inkprint books, pamphlets, and manuscripts relating to the blind and their welfare are available to students of work for the blind.

SCHOLARSHIPS AND FELLOWSHIPS. A limited number of scholarships is offered each year to blind students in professional schools and institutions of higher learning.

Fellowships are offered to encourage research, and to recruit trained personnel for professional positions.

PROFESSIONAL DEVELOPMENT. Development of professional training through promotion of institutes and workshops for personnel of agencies for the blind; summer courses for teachers of blind children and for workers with the blind.

A National Personnel Service which aids qualified personnel to secure appointments in work for the blind, and schools and agencies for the blind to obtain qualified staff members.

AMERICAN PRINTING HOUSE FOR THE BLIND

Chartered in 1858

1839 Frankfort Avenue, Louisville 6, Kentucky

When schools for the blind were established in this country over a century ago, one of the greatest needs was for an ample supply of embossed books and special apparatus for instructional purposes. A central, national printing house to supply all of the states was proposed, and in 1858 Kentucky chartered the American Printing House for the blind. It is the oldest national institution for the blind in this country and the largest publishing house for the blind in the world.

Operating on a non-profit basis, it furnishes books and apparatus for the education of the approximately 7050 blind children enrolled in the public institutions and classes for the blind in the United States and its territories. For this purpose, Congress provides an annual appropriation which is used to provide free schoolbooks and tangible apparatus for all of the public education institutions for the blind. The appropriation for the 1954-1955 fiscal year amounted to $215,000.

For the over 30,000 adult blind readers, the Printing House provides in Braille and on Talking Books a wide range of literature which includes 60 periodicals. *The Reader's Digest,* reprinted each month both in Braille and on Talking Book records, has been acclaimed by the blind as one of the greatest contributions to literature for the blind.

Besides being the official schoolbook printery, the Printing House prints books and periodicals for organizations which provide free literature for the blind. Many agencies have found this cheaper and more satisfactory than doing the work in their own establishments.

The Printing House maintains a complete Talking Book department for manufacturing the Talking Book records through all of the processes, from tape recording to the pressing of the discs. This department provides the necessary facilities to enable the institution to supply the requirements of the blind for recorded literature.

The Printing House also manufactures and distributes books in large type for the children in our schools and classes for the blind who have enough useful vision to read this type of book and who should not be educated with Braille. There is rapidly being built up an adequate catalog of textbooks and other educational materials in large type to parallel the Braille textbook catalog.

For a number of years, the Printing House has cooperated with agencies in foreign countries which do have publishing facilities for the blind by accepting students from these countries and training them in the Braille printing trade, with a view to their returning to their respective countries and setting up adequate Braille presses for their own people.

Special printing presses, embossing machines, sectional maps, globes, Braille writing-frames, arithmetic slates, geometric forms, a geometry board, Braillewriters, Talking Book reproducers, peg boards for kindergarten, raised-line stationery for writing longhand, sentence boards and other educational aids have been designed and built here. This original material has profoundly influenced the art of instructing the blind in this and other countries.

BRAILLE INSTITUTE OF AMERICA, INC.

741 North Vermont Avenue, Los Angeles 29, California

The Braille Institute of America, Inc., was established in September 1919 as an unincorporated, non-profit agency under the name, Universal Braille Press, devoted primarily to the sponsorship of literature in raised print for the blind. On September 30, 1929 it was chartered under the laws of the State of California as a nation-wide, non-profit, non-sectarian institution devoted to the social and economic welfare of the nation's blind without respect to race, color, or creed. It is maintained by bequests, endowments, gifts, and contributions from the public, and by membership dues ranging from $5 to $100 a year, with life memberships at $1,000.

SOCIAL WELFARE—Training in personal and social adjustment. Assistance with needs arising from blindness, including loan or donation of appliances. Case work. Free radio service. Sale of appliances for the blind and handicraft materials at cost.

HOME TEACHING—Free home instruction in reading and writing raised print, handicrafts, homemaking, typing, and orientation, including foot travel.

RECREATIONAL AND EDUCATIONAL CLASSES—Recreation, fellowships, and educational opportunities for the blind and partially sighted covering a wide variety of fields, including many types of handicrafts, Braille, personality improvement, creative writing with a commercial objective, ceramics, book reviews, choral singing, bridge classes, typing, Spanish, cooking, social and square dancing.

REHABILITATION AND ORIENTATION—Training in foot travel and the practical everyday skills necessary for comfortable living and readjustment; assistance in enlarging economic opportunities; non-interest bearing loans for qualified business projects.

LIBRARY—Free circulation of books and magazines in Braille and Talking Books to the blind of Southern California and Arizona.

PUBLICATIONS—Non-profit publication of books and magazines in Braille and Moon types sponsored by Braille Institute or others, including Webster's Students Dictionary and The Braille Mirror, a monthly topical magazine.

THE BIBLE IN BRAILLE—Published in 1919-24 the first King James Version of the Bible in Revised Braille, Grade One and a Half, 21 volumes. Since then more than 30,000 volumes of the Bible have been distributed throughout the English-reading world.

In 1946, published the complete New Testament in Braille, Grade Two (5 volumes), following the Revised Standard Version. In 1952, permission was granted to reprint in Braille, Grade Two, the Revised Standard Version of the Old Testament. Work on the Braille plates has been completed and the bindery work is now in process. This edition of the Old and New Testaments forms 20 volumes.

The bulk of the distribution of the Bible has been free. To the blind who can pay something, a special price has been made, far below the non-profit cost of printing and binding.

RESEARCH—Engineering and development of appliances for the blind, such as a Braille typewriter and a longhand script guide.

The Canadian National Institute for the Blind

REHABILITATION The C.N.I.B. has the facilities to give every type of known beneficial service to the more than 20,000 blind in the Dominion of Canada, from the pre-school age child to the oldest blind adult.

HOME TEACHING Over 40 specially trained home teachers, blind themselves, go to the homes of blind persons to give instruction in handicrafts, touch reading, general household management, and to encourage and help the newly blind to meet their problems with fortitude.

EMPLOYMENT Workshops are operated for blind persons requiring or desiring work with special facilities. Supervised occupational employment is available to the aged or others unable to work full time. Many blind men and women are employed in staff positions and in the management of stands operated by the C.N.I.B.

PLACEMENT IN GENERAL INDUSTRY The employment department places and continually supervises many hundreds of blind men and women working in general industry throughout Canada.

LIBRARY AND PUBLISHING The C.N.I.B., through its library, supplies all up-to-date talking book records, Braille and Moon type books to the blind of Canada without charge and publishes monthly magazines and special textbooks.

RESIDENTIAL, RECREATIONAL AND SERVICE CENTRES Through the construction of specially designed buildings with residential accommodation for 30 or more, teaching and training rooms and recreational facilities, the C.N.I.B. is bringing to the blind of Canada the most modern service facilities possible. Some 12 of such buildings have now been completed with a number of others planned.

PREVENTION OF BLINDNESS In addition to the complete programme of services for the blind, the C.N.I.B. maintains a constructive prevention service, arranging eye care and glasses for those in danger of losing their sight and provides Canada-wide publicity on the importance of conservation of sight through preparation of films, pamphlets and general education programmes.

There are 45 offices of the C.N.I.B. throughout Canada to which the blind may call or write for any type of service or assistance desired.

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

Lewis M. Wood, C.B.E.
President.
186 Beverly Street,

E. A. Baker, O.B.E.,
Managing Director.
Toronto 2B.

THE CHRISTIAN RECORD BENEVOLENT ASSOCIATION, INC.

3705 South 48th Street, Lincoln 6, Nebraska

The Christian Record Benevolent Association was founded in 1899 and dedicated to the preparation and distribution of free religious literature and other services to the blind. The corporation is administered by a Board of Trustees, elected biennially, and is supported financially in its services by public contributions and income from endowment investments. The Association at the present time is supplying its services to the blind of over fifty countries.

PUBLICATIONS: (issued monthly)

The Christian Record, a 56-page inspirational and devotional periodical for adults—Braille, Grade 1½, and New York Point.

These Times, a 56-page condensed edition of the inkprint magazine of the same name—Braille, Grade 1½.

Life and Health, a 56-page condensed edition of the inkprint national health journal, *Life and Health*—Braille, Grade 1½.

The Student, a 48-page monthly journal containing a series of weekly Bible lessons for adults—Braille, Grade 1½.

The Youth, a 52-page inspirational, devotional, and educational periodical for the youth—Braille, Grade 2.

The Children's Friend, a 32-page periodical of religious and character-building articles and stories for the children—Braille, Grade 2.

RECORDINGS:

The following Talking Books have been issued and placed in the regional libraries for the blind for lending purposes in the United States, Canada, and a number of overseas countries:

Steps to Christ, (8 records); *Thoughts from the Mount of Blessing,* (9); *Alone With God,* (6); *Prophecy Speaks,* (9); *The Desire of Ages,* (48 records in 3 volumes).

LENDING LIBRARY:

The Association maintains a local lending library of several hundred volumes of inspirational, devotional, and educational books.

CORRESPONDENCE COURSES:

Three completely brailled Bible Correspondence Courses are offered.

MISCELLANEOUS SERVICES:

In cooperation with local agencies and responsible organizations, the Association is in a position to provide a limited amount of emergency medical and welfare aid, scholarship assistance, and other services.

An illustrated brochure covering the objectives and services of the Association is available upon request.

CLOVERNOOK HOME FOR THE BLIND
CINCINNATI LIBRARY SOCIETY FOR THE BLIND

Cincinnati 31, Ohio

The Cincinnati Library Society for the Blind was founded by Georgia D. and Florence B. Trader in 1901. The books were deposited in the Public Library, Cincinnati and the Librarian and attendants were paid by them. This Society outgrew the space allotted for the books, so in 1934 they were taken to Clovernook and housed on the second floor of the shop building. There are 1,412 active readers and the circulation is about fifty thousand books and magazines each year. The collection consists of 35,133 Braille books, Music and Magazines and 76,328 Talking Book records.

The examination of the children's eyes in the Public Schools was started in 1904.

In 1905 classes for Blind children in connection with the Public Schools were opened through the efforts of Georgia D. and Florence B. Trader. There is a class for totally blind children and other classes for conservation of vision.

Clovernook Home for the Blind was founded in 1903 by Georgia D. and Florence B. Trader. Clovernook was the former home of the poet sisters, Alice and Phoebe Cary. It is an Industrial Home for forty women. It consists of a tract of 29 acres—two dwellings and a two-story shop approximately one hundred feet square—besides farm buildings and a large garage.

The shop provides a weaving and printing department. The weaving department contains ten looms and the women weave rag rugs, woolen blankets and other articles.

In the printing department the blind girls do the Braille stereotyping on zinc plates—taking dictation from the dictaphone—proof-reading, collating, sewing of the books—wire stitching of the magazines on power machines, make up the shipping boxes and pack the books. They are busy seven hours a day, five days a week.

GUIDE DOG FOUNDATION FOR THE BLIND, INC.

Administrative Offices
One Continental Ave.
Forest Hills 75, N. Y.
O. L. Larsen
Exec. Director

Training Center
Smithtown Branch, N. Y.
W. P. Holzmann
Dir. of Training

The Guide Dog Foundation for the Blind, Inc. was incorporated under the membership corporation laws of the State of New York in February of 1949. The purpose of the organization is to train Guide Dogs and to instruct their masters in their use and care. The Foundation is governed by a Board of Directors. The organization recognizes a continuing obligation to the dog and conducts periodic inspections and renders whatever services are indicated. All services are provided without any cost to the recipients.

THE HADLEY SCHOOL FOR THE BLIND

National School of Tuition Free Home Study Courses for the Blind
Incorporated (1922) Under Illinois State Charter Not for Profit

620 Lincoln Avenue
Winnetka, Illinois

The Hadley School offers 75 home-study courses, including several elementary-school subjects, a full four-year high school program, plus some university work. A special beginner's course in learning to read Standard English Braille is available to applicants who do not know the system. A review of braille and in the writing of grade two braille are also offered.

The School maintains a braille lending library that supplies Hadley students with all textbooks and study guides needed for their courses.

The School employs a staff of experienced teachers and braillists, who give each student individualized instruction, through personal letters written in braille giving corrections, comments and helpful suggestions on each report submitted by the student as he proceeds from lesson to lesson.

The Hadley library lends the braille and talking book editions of *The Reader's Digest* to many of its students, and to other readers.

Typewriting, Business Correspondence, and Braille Shorthand are popular courses. Next to Braille, English is most in demand. English courses range from elementary studies to a special creative writing program for students interested in writing as a hobby or as a vocation. For these students the School publishes a braille edition of the "Handy Market List" from the pages of *Author & Journalist* magazine.

Through a coordinated arrangement with the Home-Study Department of the University of Chicago, the Hadley School gives in braille selected college courses offered by the University. This plan includes the brailling and lending of all University textbooks and study materials. The Hadley School also transcribes all brailled lesson-reports into typewritten form and sends the typed copy to the University of Chicago. As each corrected report is returned to the Hadley School, the University instructor's comments are brailled in the form of a personal letter, which is sent to the student along with his original report. English 101, 103, and 202B and Psychology 201, each offering approximately three semester-hours of college credit, are now available. As a special aid to students of Psychology 201 the Hadley School lends a series of three-dimensional biological models in unbreakable plastic, with full description and explanation in braille.

All Hadley courses are given without cost to the student. Some Hadley students contribute, but this is not required. For the college courses, the University of Chicago charges blind students 50% of the regular tuition, and this charge is paid to the University through Hadley Scholarships, which are granted to students who qualify.

Application for enrollment in the Hadley School may be made at any time throughout the year. The School serves more than 1,000 persons annually.

A braille or ink print bulletin, listing and describing all Hadley courses and giving information about the School, will be furnished on request.

HOWE PRESS OF PERKINS INSTITUTION

Watertown 72, Mass.

Ever since 1832 the embossing of books for the blind and the manufacture of special appliances has been carried on by the Perkins Institution for the Blind. The first director, Dr. Samuel Gridley Howe personally raised special funds for this purpose. After his death his successor Mr. Michael Anagnos raised an endowment fund and established the Howe Memorial Press in 1882. Now located on the school campus in Watertown, Mass., the Howe Press continues to carry out the work which Dr. Howe began.

Printing Braille Books. The bulk of our work is adult literature for the Library of Congress. In addition, text books, testing material, and music embossed for Perkins Institution are made available at cost to anyone needing them. We publish several reading aids for adult beginners. Price lists and music catalogues are available in print and braille.

Maps. Embossed paper maps, both historical and geographical are for sale. The Braille Map Quarterly, which deals with a current news event, is sent free to braille readers anywhere in the world.

Appliances. These are mostly educational devices including braille writers, braille shorthand writers, and a variety of braille slates. We also manufacture some mathematical instruments, and room thermometers. Price lists are available, and a bulletin describing the Perkins Brailler.

Games. These include brailled playing cards, specially designed sets of chess and checkers, interlocking dominoes, chinese checkers, and anagrams. Also a special slate for brailling your own playing cards.

Equipment. Stereotyping and braille printing equipment is made primarily for our own use but is also manufactured to order. Used equipment is sometimes available.

Machine Shop Facilities. A modern tool-making and machine shop has been established recently to take care of the new Perkins Brailler. These facilities are adequate for the development and manufacture of new mechanical devices for the blind.

THE JEWISH BRAILLE INSTITUTE OF AMERICA

101 West 55th Street, New York 19, N. Y.

The Tercentenary of American Jewry in 1954-55 will pay tribute to the network of non-sectarian health and welfare institutions throughout the United States under Jewish auspices, which serve both the Jewish and non-Jewish community as the contemporary expression of a three-centuries old social vision. This philosophy has had a unique projection in work for blind where there was a particular need for a national voluntary institution supported by the public, to complement the work of local general social service agencies for the blind with a distinctive Jewish program. It is in fact a dual program, devoted to the intellectual, cultural and religious welfare of the Jewish blind, and at the same time projecting an understanding of the meaning of Judiasm and an informed awareness of the truth in regard to the Jewish people, religion and heritage for both the Jewish and non-Jewish blind. To that end the Jewish Braille Institute was founded in 1931 by Leopold Dubov.

In recognition of a growing necessity for books of Judaica and Jewish interest, in 1932 Mr. Dubov and the National Federation of Temple Sisterhoods established the free Jewish Braille Library—the only one in the world—whose volumes circulate around the globe.

In 1940 the editor of the JBR conceived of the International Literary Competitions for the Blind of All Faiths to stimulate the writing talent of the blind. They have shown the blind to possess a share of the wealth of the cultivated mind and the literary talent to express themselves.

In 1942 the Institute established the bi-monthly *Braille Musician* as a non-sectarian service to meet a vital need among professional and amateur blind musicians both here and abroad. Now, the *Braille Musician* which the Institute brought into being and in which it has a proud paternal interest, is published under the auspices of the Louis Braille Music Institute of America, Inc.

In 1950 the Jewish Braille Institute realized a long and devoutly cherished dream—the publication of the Hebrew Braille Scriptures—the only edition of the Old Testament in its sacred Hebrew text, now available to the blind under their fingertips. This itself required the formation of an International Hebrew Braille Code which was created under the sponsorship and guidance of the Institute.

Today the Jewish Braille Institute is American Jewry's ambassador to the Jewish and non-Jewish blind throughout the world as their window on the Jews and Judaism, and a source of spiritual enfranchisement and cultural sustenance.

During the past year the first Yiddish Talking Book has been produced. It is the classic, *Tevye, the Dairyman,* by Sholom Aleichem. This was particularly done for the elderly Yiddish-speaking blind, who with rare exceptions do not know braille.

The Institute is now engaged in transcribing the first Prayerbook in Hebrew and English Braille ever done. The Prayerbook will be sent as a gift to any blind person requesting it. It will consist of ten Hebrew and English Braille volumes for the Sabbath, festivals and High Holy Days. They will permit the Jewish blind to attend services and to worship together with their sighted with their co-religionists.

The first authorized Jewish version of the Hebrew Scriptures in English Braille is currently being transcribed.

JOHN MILTON SOCIETY FOR THE BLIND
A WORLD-WIDE SERVICE TO THE BLIND BY UNITED PROTESTANTISM

Through this Society, more than 50 Protestant denominations in the United States and Canada unite to serve the religious interests and needs of the blind through the publication of literature in braille and talking book form, through pastoral counselling and through special projects in Christian schools and homes for the blind in Protestant mission fields overseas.

Magazines

"John Milton Magazine" a religious digest for adults circulating in more than 60 countries around the world.

"Discovery" a story magazine for boys and girls with readers in more than 40 countries.

"John Milton Sunday School Quarterly" containing the International Sunday School Lessons with teacher's notes.

Talking Book Publications

"John Milton Talking Book Magazine"—a religious digest for adults on long playing records (one hour and fifteen minutes) published and distributed quarterly free of charge. The only recorded magazine which regularly includes musical numbers as well as Bible reading, religious poetry and articles, and editorial comment, it circulates in over 4,000 copies per issue to readers in over twenty countries.

"John Milton Recorded Sunday School Lessons" on Talking Book records, give fifteen minutes of material to each lesson throughout the year, based on Tarbells' Teachers Guide of the International Uniform Lessons. Sent free to blind teachers and students.

Books and Pamphlets

Many books and pamphlets are published including a hymn book, a book of Christmas carols, books of prayers for younger and older children and books on the Christian faith. A motto calendar is also published annually.

Overseas Services

Since 1948, the Society has extended its services to Christian schools and homes for the blind in Christian mission fields overseas. Magazines, books and pamphlets are published in eight foreign language braille systems. Special projects for blind children are carried on in more than fifty Christian schools and homes. Scholarships are arranged for the special training of native teachers and missionaries serving the blind on mission fields.

The mission of the John Milton Society is to impart spiritual strength, inspiration and new hope to the blind through Christian literature in braille and talking book form and through a variety of pastoral ministries which bring the light and cheer of the Christian faith to thousands on this continent and in more than 60 countries around the world. Helen Keller has been its president for twenty-three years. The extent and continuance of its services depend wholly on voluntary contributions. Its offices are located at 160 Fifth Avenue, New York 10, New York.

LEADER DOGS FOR THE BLIND

Rochester, Michigan

Lewis S. Robinson, President
Harold L. Pocklington, Executive Director

Leader Dogs for the Blind, a non-profit training center, serves the United States and cooperates with countries endeavoring to furnish rehabilitation for their blind. Located close to 45% of the nation's blind, the school expands with the demand for service.

An adequate instructor staff, through experience and research, has developed modern efficient training methods. Leader Dogs are especially trained to recognize the hazardous conditions under which the blind person must travel.

Classes are arranged in small groups of six to permit special attention to individuals. The homelike atmosphere in the dormitory is provided to establish complete relaxation which enables the student to make rapid adjustment. Eligible students are selected on the basis of their requirements for a Leader Dog.

The school cooperates with all agencies and organziations who assist the blind. The target of Leader Dogs for the Blind—performance without credit, achievement without perplexity and success without suppression.

THE LOUIS BRAILLE MUSIC INSTITUTE OF AMERICA, INC.

140 West 58th Street New York 19, N. Y.

Albert G. Gorson, Executive Vice-President

The Louis Braille Music Institute is devoted exclusively to music services for the blind. The Institute publishes The Braille Musician, founded in 1942 by Leopold Dubov, a blind pianist and its present editor; sponsors the American Record Club for the Blind; provides a Music Information and Vocational Guidance Service; and, in 1953, introduced the First Annual Music for the Blind Month.

The Braille Musician is the only American music magazine for the blind. Published bimonthly, it presents reprints of articles from all leading music magazines and specially written material of particular interest to blind musicians, music students, and music lovers. It is printed in grade two braille. The Braille Musician is distributed free to members of the Institute—who may also utilize its various other services—and to other qualified persons and institutions that are not members. Membership dues are $3.00 a year for individuals; $5.00 for institutions. The Braille Musician is distributed throughout America and the English-speaking world.

The Institute's Music Information and Vocational Guidance Service is under the personal direction of Dr. Sigmund Spaeth. It is an aid to the educational and professional development of sightless musicans and a clearing house for information about available music facilities and services.

The American Record Club for the Blind is the only service that provides standard phonograph records with braille labels and braille jackets. Long-playing, unbreakable records are available at approximately half the usual cost. Membership dues are $5.00 a year and entitle the member to two records. Additional records are available at $3.00 each. Membership is restricted to blind individuals and institutions.

Music for the Blind Month, November 15 to December 15, is an annual observance that is intended to acquaint the blind with the music services available to them through the Institute and to explain to the sighted the need for these services. Another important purpose of Music for the Blind Month is to help provide employment for sightless musicians.

The New York Chapter of the Institute offers informal, monthly musicales for the sightless at the Juilliard School of Music. Local chapters are being organized in other cities.

Board of Directors: Herbert Ahrend, Juliette Arnold, James B. Conkling, Leopold Dubov, Paul Emerich, Albert G. Gorson, Harold Manheim, and Sigmund Spaeth.

Advisory Council: Stanley Adams, Howard Hanson, Carl Haverlin, Jascha Heifetz, George Heller, Arthur Judson, Lotte Lehmann, Marks Levine, Sir Ernest MacMillan, Francis Madeira, Al Manuti, Ada Holding Miller, William Schuman, Joseph Szigeti, Paul Wittgenstein, and Farny R. Wurlitzer.

Editorial Council: *Leonard Burford, *Robert Claassen, *Robert Monaghan, and *L. W. Rodenberg.

* Visually Handicapped.

THE MATILDA ZIEGLER MAGAZINE FOR THE BLIND

MONSEY, NEW YORK

Howard M. Liechty, Managing Editor

The Matilda Ziegler Magazine for the Blind was founded in 1907 and is published monthly by the Matilda Ziegler Publishing Company for the Blind, Inc. It is the gift of the late Mrs. William Ziegler of New York, by whose generosity is was endowed in perpetuity. The genius of the late Walter G. Holmes, for thirty-nine years its editor and manager, caused its being and its continuing high tradition. Its purpose throughout its history has been that of these two great souls—to serve the blind; specifically, to bring to blind readers entertainment and companionship, and the best of reading material available in the literature of this country. Other services extended through the facilities of the Ziegler Magazine office are the securing for blind people, at special prices and without profit, portable typewriters, alarm clocks and wrist watches which are embossed for touch reading, playing cards embossed in Moon Type, needle threaders and self-threading needles, and other items as occasion presents itself.

The contents of the Ziegler Magazine are made up of more or less regular features and departments, consisting of the following in a typical monthly issue: a cover poem appropriate to the month or season; an editorial page; a review of the month's news; a department of special notices concerning events and items of particular interest or help to the reader; an account about a blind person whose achievements or whose life are notable and inspiring; reprinted articles (three to five in number) from ink print publications, of current or popular interest, or of educational or cultural value; a necrology of blind persons; a page of contemporary and classical poetry; a department dealing with new appliances and aids, and with tools and services for the blind; a short fiction story; a review of a current best-seller book.

The publishers desire the Ziegler Magazine to be read by any blind people who would find it worthwhile. It will be sent free of charge to anyone making application.

The mailing date of the monthly issue is usually during the last full week of the preceding month.

Three editions are published—Braille, New York Point, and Moon Type—and readers may have their choice from among the three, depending upon which system they prefer to read or can read.

NATIONAL BRAILLE PRESS, INC.

88 St. Stephen Street, Boston 15, Massachusetts

The National Braille Press, Inc., is a charitable organization, dependent entirely on private contributions, publishing for free distribution: *Weekly News,* a current events magazine for the blind, printed in Braille Grade 2; *Our Special,* a monthly magazine for blind women, printed in Braille Grade 1½; *The Home Teacher,* a professional journal for home teachers and social workers, printed in Braille Grade 2. Also, it accepts contracts for the publishing of other Braille periodicals, but not for profit.

Founded as the Braille Weekly Publishing Company, January, 1927; incorporated under its present name under the laws of the Commonwealth of Massachusetts, May 29, 1929.

PURPOSE: Embossing, printing and circulating in the United States and Canada reading matter for the blind; promoting finger reading and assisting the blind to become happier and better informed citizens. The organization employs 19 persons on its project, ten of whom are visually handicapped.

DISTRIBUTION: Throughout the United States and its possessions, and to English-speaking readers all over the world.

OFFICERS: President and Treasurer, Charles Boyden, Boston; First Vice-President and Assistant Treasurer, Walter I. Badger, Jr., Boston; Second Vice-President, Mrs. Elmore I. MacPhie, West Newton; Secretary, Mrs. Richard D. Fay, Cambridge; Managing Director, Francis B. Ierardi, 88 St. Stephen Street, Boston 15, Massachusetts.

THE NATIONAL COUNCIL PROTESTANT EPISCOPAL CHURCH COMMITTEE ON LITERATURE FOR THE BLIND

The Rev. W. J. Loaring-Clark, Secretary, Jackson, Tennessee

The National Conucil of the Episcopal Church through its Committee on Literature for the Blind publishes a monthly magazine, THE CHURCH HERALD, which has a mailing list of some 600 names. This is the free gift of the Episcopal Church to the visually handicapped and is edited by the Secretary of the Committee, the Rev. W. J. Loaring-Clark, D. D., Jackson, Tennessee. THE CHURCH HERALD is published in Revised Braille, Grade 1½ and contains the Church Calendar, Prayers, Articles, Poems, a book in serial form, a Question and Answer Department, a News and Notes Department and the Episcopal Church School Lessons according to the Bible Class and Home Department Quartery edited by the Very Rev. Hiram R. Bennett, D.D. and published by the kind permission of the H. H. Jacobs Co.

NATIONAL INDUSTRIES FOR THE BLIND

15 West 16th Street, New York 11, New York

National Industries for the Blind, founded by the American Foundation for the Blind, is a non-profit organization incorporated September 13, 1938, under the laws of the State of New York. Its principal purpose is to allocate orders to workshops for the blind under the direction of the Committee on Purchases of Blind-made Products, a committee set up under the provisions of the Wagner-O'Day Act, which authorizes the Federal departments to purchase brooms, mops, and other suitable commodities from workshops for the blind.

National Industries for the Blind is governed by a Board of Directors, with the general committee on Sheltered Workshops for the Blind acting as an Advisory Committee. All major policies are discussed with this committee.

Services available to workshops relate to the production and sale of blind-made products, industrial homework and fund raising.

THE NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS

1790 Broadway, New York 19, New York

The National Society for the Prevention of Blindness was founded in 1908 to carry on a nationwide program to eliminate preventable loss of sight. Its objects are:

1. To discover through study and investigation any causes which may result in blindness or imparied vision.
2. To advocate measures which shall lead to the elimination of such causes.
3. To disseminate knowledge concerning all matters pertaining to the care and use of the eyes.

The Society's preventive program for both children and adults is carried out through field consultation service, publications, statistical service, personal interviews and all means of public education. It coordinates its work with that of other organizations in all phases of saving sight. Grants are made to medical schools and eye laboratories for basic and clinical research in the blinding eye diseases. Literature, exhibits, lectures, charts and staff consultation in sight-saving projects are available on request. It publishes the following periodicals: *Sight-Saving Review,* quarterly, $2.50 a year; *Prevention of Blindness News,* published four times a year, sent free upon request; *Wise Owl News,* (for industry) published four times a year; and Annual Report.

ROYER-GREAVES SCHOOL FOR THE BLIND

South Valley Road, Paoli, Pennsylvania

Dr. Jessie Royer Greaves, Principal and Chairman of the Board

This school, formerly at King of Prussia, was established and is conducted for retarded blind children. Here pupils are trained in school work, music, hand crafts and those home duties so essential to their future usefulness and happiness.

To meet the extra demands made by premature babies, a junior unit has been established on a large farm six miles from Coatesville. Here, with equipment and furnishings particularly adapted to them, little folks have an opportunity for physical and mental development.

Each unit is conducted as a normal family with its natural home life. Pupils are registered from ten States, and former pupils are living full and busy lives.

Paoli is on Lincoln Highway, Route 30, and the Main Line of the P.R.R. All through trains stop at Paoli, and the trip to New York may be made without change of cars.

RECORDING FOR THE BLIND, INC.

36 West 44th Street, New York 36, New York

Recording for the Blind, Inc., formerly The National Committee for Recording for the Blind, Inc., was formed on May 16th, 1951 under a three year terminal grant from the Fund for Adult Education. Since the expiration of this grant, the work has been supported by public contributions. The express purpose of the organization is to record for the adult blind, books which are not available in Braille or from the Library of Congress "Talking Book" program. These books are of particular assistance to students enrolled for formal study at colleges and universities throughout the country and studying at home by correspondence.

There are eight Member Units of Recording for the Blind, Inc. now operating across the nation, including the Unit in New York City, which was set up originally to serve as a model for the other Units. There are a total of approximately five hundred volunteer members who read books on many subjects and in several languages. These readers are passed upon by a panel of blind listeners, who approve or disapprove the voices on the basis of clarity and quality.

Day to day requests for books are complied with by recording the volumes on small vinylite discs on SoundScriber Tycoons and Dictation Machines. These discs can be played back by the recipient on any one of the following: (1) the new Model B Talking Book machine; (2) the Model A Talking Book Machine fitted with the 1952 Tone Arm, manufactured by the American Foundation for the Blind, Inc., and a one mil needle; (3) a SoundScriber Tycoon; and (4) a SoundScriber Transcription and Dictation Machine. As each five discs are recorded, they are mailed directly to the student and every effort is made to keep up with his assigned schedule of studies. When he has finished with the records, the student returns them to a designated library for re-circulation.

In addition to this system of sending out "rush" books, a program of tape recording has been added, under which *ten* copies of a book are made available for circulation through libraries housing material for the blind. The American Foundation for the Blind, Inc. does the special embossing onto small discs from tapes recorded by Recording for the Blind, Inc. The Foundation also handles the labelling of the discs with a specally devised machine. Discs dubbed from tape are mailed out as complete books, in albums, packaged in cases franked: "FREE MAIL FOR THE BLIND."

For a list of books already recorded, write to Recording for the Blind, Inc., 36 West 44th Street, New York 36, N. Y.

There is no charge of any kind for these services.

Volunteer readers, Unit chairmen, supervisors and monitors, the Board of Directors and the small staff at headquartes are dedicated to the purpose of maintaining the quality, uniformity, clarity and promptness of recordings.

THE SEEING EYE, INC.

Morristown, N. J.

Henry A. Colgate, President & Chairman of the Board
George Werntz, Jr., Executive Vice-President

The Seeing Eye is a national philanthropic organization established for the rehabilitation of blind men and women through the use of dog guides. Its purposes are: Training dogs to guide the blind; teaching blind people how to use the dogs, and teaching sighted men to become instructors.

It was founded in 1929 by the late Mrs. Dorothy Harrison Eustis. The Seeing Eye has no branches and does not duplicate the activities of state or local agencies for the blind, but cooperates closely with them in the common purpose of improving the status of the blind. Its service is available without discrimination to any eligible blind man or woman. Eligibility is based upon physical and mental fitness, character and need. No eligible person is denied the service because of lack of funds. More than 2100 blind men and women have each been served at least once by The Seeing Eye during its 25 years of existence.

Since it is a membership organization it does not participate in benefits, raffles or similar events and permission is never granted by the organization to sell tickets or articles said "to help The Seeing Eye."

As a pioneer organization, The Seeing Eye recognizes its responsibility to set and maintain standards worthy of the confidence of the blind and the endorsement of the public. Both the quality of its work and the nature of its policies have that end in view.

THE XAVIER SOCIETY FOR THE BLIND

Rev. John H. Klocke, S. J., National Director

154 East 23rd Street, New York 10, N. Y.

The Xavier Society for the Blind, founded in 1900, supplies reading matter, especially Catholic literature, to the blind, regardless of creed. It is a non-profit, charitable organization, dependent solely upon contributions.

One of Xavier's Braille publications is the CATHOLIC REVIEW, 56 pages. This bi-monthly religious-literary magazine, in grade two, is sent free to any blind person throughout the world. Another free publication of world-wide circulation is the CATHOLIC CALENDAR, 44 pages, which lists every day of the year, and includes all the Saints' days, days of fast and abstinence, and a daily pious practice.

The Xavier Society has published many plated books in grade two. These may be obtained free on loan or purchased at a reasonable price. Some recent publications are the New Testament, revised Challoner-Rheims version (8 volumes), Confidence in God, Abandonment to Divine Providence, Catechism of Christian Doctrine, etc. A catalogue of the Xavier plated and handtranscribed books may be obtained free upon application.

The Xavier Library contains approximately 5,000 volumes of Braille books which are available free on loan to any blind person in the United States and Canada. The greater number of these books were transcribed by volunteer workers at home and were then made into book form in the Xavier workshop. In this collection are many excellent spiritual books and also the titles of many outstanding books of modern fiction, biography. A catalogue of these books, published in mimeographed form and also in Braille, may be obtained free upon request from the librarian.

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American Association of Workers for the Blind, 1954.

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3/20/87			

AMERICAN FOUNDATION FOR THE BLIND
15 W. 16th STREET
New York, N.Y. 10011